

			The Reception Year			End of year ELG
Mathematics *see LT Maths overview		Number	Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers.			- Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
		Numerical Patterns	Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–10. Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns. Compare length, weight and capacity.			
			Autumn	Spring	Summer	
		Key activities	Focus on numbers 1-5 Recognise numerals Compare numbers More/less + = symbols Counting forwards and back to 10+ 5 frame Circle/triangle/square 1-5 O'clock Partition Recombine Subitise to 5 Sequence numbers to 5 1p, 2p, 5p Introduce part-part-whole Compare quantities – more/less/fewer One more/one less Taller/shorter	Focus on numbers 6-10 Introduce 0 as the absence of something Number bonds to 5 6-10 – meet numbers, equivalent representations, factors, partition and recombine within 6-10 Doubling – 1 2 4 8 Square numbers 4 and 9 (cubes) +/- 1 or 2 (- symbol) 10 as a two digit number Odd and even Counting forwards to 30 and back from 10. Count in tens/twos Tens frames Further develop part-part-whole	Embed numbers to 10 and then beyond Greater/less than Combine and partition 11-19 as 1 ten and a number of extra ones Arrays and rectangular numbers Rectangles Doubling and halving as inverse operations Sharing into equal groups Lots of - x Counting in 5s = as a balancing bridge Introduce 20 as two tens and no extra ones. Weight and capacity Time 1-12 O'clock Money to 10p Difference (Key learning in summer term would be to revisit previously highlighted objectives in Autumn and Spring Terms)	

Key Learning in EYFS	
Learning in EYFS	ELGS
<p>Count objects, actions and sounds.</p> <p>Subitise.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Count beyond ten.</p> <p>Explore the composition of numbers to 10.</p> <p>Recognise numerals</p> <p>Counting forwards</p> <p>Subitise to 5</p> <p>Sequence numbers to 5</p> <p>Number bonds to 5</p> <p>Counting forwards and back to 10</p>	<p>Understanding number to 10</p> <p>Subitise</p> <p>Count bonds up to 5</p> <p>Verbally count beyond 20</p> <p>recognising when one quantity is greater than, less than or the same as the other quantity;</p>