

## Maths Reception – End of Year Expectations



### **Working towards Age Related Expectations – 3-4 year olds**

Develop fast recognition of up to 3 objects, without having to count them individually subitising ('Show 'finger numbers' up to 5).

Recite numbers past 5.

Say one number for each item in order: 1,2,3,4,5.

Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').

Show finger numbers up to 5.

Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.

Experiment with their own symbols and marks as well as numerals.

Solve real world mathematical problems with numbers up to 5.

Compare quantities using language: 'more than', 'fewer than'.

Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.

Understand position through words alone – for example, "The bag is under the table," – with no pointing.

Describe a familiar route.

Discuss routes and locations, using words like 'in front of' and 'behind'.

Make comparisons between objects relating to size, length, weight and capacity.

Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.

Combine shapes to make new ones – an arch, a bigger triangle, etc.

Talk about and identify the patterns around them.

Extend and create ABAB patterns – stick, leaf, stick, leaf.

For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.

Notice and correct an error in a repeating pattern.

Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

### **Working At Age Related Expectations**

Count objects, actions and sounds.

To 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.

Explore the composition of numbers to 10.

Automatically recall number bonds for numbers 0–5 and some to 10.

Select, rotate and manipulate shapes 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.

## Maths Reception – End of Year Expectations



### **Working at Age Related Expectations - EARLY LEARNING GOALS – NUMBER**

Have a deep understanding of numbers 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 to 5 (including subtraction facts) and some number bonds to 10, including double facts.

### **Working at Age Related Expectations - EARLY LEARNING GOALS - NUMERICAL PATTERNS**

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

### **Working at Greater Depth**

Count, read and write numbers to 100 in numerals.

Count in multiples of 10.

Given a number, identify 1 more and 1 less (to 20).

Recall some number bonds to 10.

Recognise, find and name half of an object, shape or quantity.

Sequence events in chronological order.