



Reception Maths



By the end of Reception, your child should have an understanding of the following areas:

Place Value

- ❖ Children count reliably with numbers from one to 20
- ❖ Recognise some numerals of personal significance.
- ❖ Counts actions or objects which cannot be moved.
- ❖ Children can place numbers in order and say which number is one more or one less than a given number.
- ❖ Estimates how many objects they can see and checks by counting them.
- ❖
- ❖ Uses the language of 'more' and 'fewer' to compare two sets of objects.
- ❖ Finds the total number of items in two groups by counting all of them.
- ❖ In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.
- ❖ Using quantities and objects, Children add and subtract two single-digit numbers and count on or back to find the answer.

Addition and Subtraction

- ❖ Uses the language of 'more' and 'fewer' to compare two sets of objects.
- ❖ Finds the total number of items in two groups by counting all of them.
- ❖ In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.
- ❖ Using quantities and objects, Children add and subtract two single-digit numbers and count on or back to find the answer.

Multiplication, Division and Fractions

- ❖ Children solve problems, including doubling, halving and sharing

Measurement

- ❖ Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.
- ❖ Children order two or three items by length or height.
- ❖ Children order two items by weight or capacity.

Time

- ❖ Uses everyday language related to time.
- ❖ Orders and sequences familiar events.
- ❖ Measures short periods of time in simple ways.

Money

- ❖ Beginning to use everyday language related to money.

Shape

- ❖ They explore characteristics of everyday objects and shapes and use mathematical language to describe them.
- ❖ Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.
- ❖ Selects a particular named shape.
- ❖ They recognise, create and describe patterns
- ❖ Uses familiar objects and common shapes to create and recreate patterns and build models

Position and Direction

- ❖ Can describe their relative position such as '*behind*' or '*next to*'.
- ❖ Uses familiar objects and common shapes to create and recreate patterns and build models.