**Reception Whole Year Maths Curriculum Coverage**

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| **Number**  |
| 1. Recognise some numerals of personal significance and numerals 1 to 5. |
| 2. Counts up to three or four objects by saying one number name for each item. |
| 3. Counts objects to 10, and beginning to count beyond 10. |
| 4. Counts out up to six objects from a larger group. |
| 5. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. |
| 6. Counts an irregular arrangement of up to ten objects. |
| 7. Estimates how many objects they can see and checks by counting them. |
| 8. Uses the language of ‘more’ and ‘fewer’ to compare two sets of objects. |
| 9. Finds the total numbers of items in two groups by counting all of them. |
| 10. Says the number that is one more than a given number. |
| 11. Finds one more or one less from a group of up to five objects, then ten objects. |

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| **Shape, Space and Measure** |
| 12. Uses positional language. |
| 13. Beginning to talk about the shapes of everyday objects, e.g. ‘round’ and ‘tall’. |
| 14. Begining to use mathematical names for ‘solid’ 3D shapes and ‘flat’ 2D shapes, and mathematical terms to describe shapes or to select a particular named shape. |
| 15. Can describe their relative position such as ‘behind’ or ‘next to’. |
| 16. Orders two or three items by length or height. |
| 17. Orders two items by weight or capacity. |
| 18. Uses everyday language related to time. |
| 19. Beginning to use everyday language related to money. |
| 20. Orders and sequence familiar events. |