Reception Learning Objectives

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|---|---|---|---|---|---|---|
| Mastering Number Objectives | • I subitise up to 3.<br>• I show small quantities on my fingers in different ways<br>• I practise counting each object, action or sound once and only once.<br>• I explore composition of numbers to 4.<br>• I represent a given number on my fingers without looking<br>• I compare 2 sets of objects and say which is 'more than' and 'fewer than'. | • I investigate ways to compose and de-compose amounts to 5<br>• I say when there is an equal number, too many or not enough when comparing small groups.<br>• I identify and use the language of 'whole' and 'parts 'in relation to objects and small numbers.<br>• I begin to recognise numerals to 5 and make collections of 5 in different ways.<br>• I begin to understand that when a set of objects is rearranged, its quantity remains the same. | • I match numerals to quantities for 1–5<br>• I recognise die arrangements and describe the arrangements of dots.<br>• I recognise and order numerals 1–5<br>• I represent staircase patterns in different ways, knowing that each new 'step' is 1 more than the last.<br>• I understand that 5 can be partitioned into different parts<br>• I see 6 and 7 as '5 and a bit'.<br>• I use 'more than' and 'fewer than' to describe quantities<br>• I say when I can see an equal number. | • I investigate the '1 more/1 less' pattern of the base-10 counting system<br>• I begin to order numbers between 1 and 10, noticing the '5 and a bit' structure.<br>• I consolidate my understanding of 8 as '5 and 3 more'<br>• I see that 7 can be composed in different ways and explain my understanding of the composition of 7.<br>• I say what the whole is when there are 2 equal parts<br>• I use objects to make doubles patterns and describe what I can see.<br>• I investigate patterns of doubles (introducing odd and even). | • I discuss and practise strategies for counting larger sets by moving images<br>• I make my own collections of larger amounts.<br>• I make and describe arrangements of 6.<br>• I subitise doubles amounts shown on 10-frames.<br>• I identify arrangements of 6 or 7 objects<br>• I represent numbers 6 – 9 on their fingers as '5 and a bit'.<br>• I explore ways in which 10 can be composed of 2 parts<br>• I represent the composition of 10 using dice frames and finger patterns.<br>• I solve problems involving the composition of 10.<br>• I use language to describe positions on a number track. | • I subitise numbers up to 5 represented in different ways<br>• I use 'one finger, one push' to subitise and explore patterns of beads on the rekenrek.<br>• I count 20 objects<br>• I am beginning to count to 100<br>• I share strategies for counting larger amounts that can't be moved.<br>• I use my fingers to show 'more than' numbers to 10<br>• I explore the order and magnitude of numbers to 10.<br>• I recognise an odd and an even number when arranged in a 'doubles' pattern<br>• I use positional language to describe spatial arrangements of objects<br>• I visualise and describe doubles patterns up to '5 and 5'.<br>• I use what I know about the number sequence to work out missing numbers to 10 |

| White Rose Objectives | **FS2**<br>• I can sort objects into sets.<br>• I can use the words 'more' and 'fewer' when comparing amounts.<br>• I can compare and sort by size.<br>• I can continue and create a simple pattern e.g. ABAB | **FS2**<br>• I can count to 5 and recognise the numbers 1 2 3 4 and 5.<br>• I can use simple positional language such as in, on, under, behind.<br>• I can say the number that is one more and one less than numbers to 5.<br>• I can name 2D shapes – circle, triangle, square and rectangle.<br>• I can order and talk about my daily routine | **FS2**<br>• I can compare amounts to 5, using language 'more' 'fewer' and 'equal'.<br>• I can make 4 and 5 in different ways.<br>• I can use simple language related to length, height, weight and capacity i.e. 'tall' 'heavy' 'empty'.<br>• I can sort a group (of up to 8) objects into pairs<br>• I can combine two groups practically and count the total (to 8) | **FS2**<br>• I can count and make sets of objects to 10.<br>• I can compare amounts to 10, using language 'more' 'fewer' and 'equal'.<br>• I explore number bonds to 10 using practical resources.<br>• I use 3D shape in my play and can describe some of their properties.<br>• I can continue and create a more complex pattern e.g. AABAAB | **FS2**<br>• I can count and make sets of objects to 20.<br>• I can count on and back from numbers 1-20.<br>• I can see a link between tens and ones when using teen numbers<br>• I can add by counting on.<br>• I explore subtraction practically by taking away objects.<br>• I understand that shapes can be combined or separated to make new shapes. | **FS2**<br>• I understand doubling is 'twice as many' and explore doubling using objects<br>• I can share amounts using objects to help me.<br>• I explore 'even' and 'odd' numbers practically.<br>• I can use my maths skills to solve problems.<br>• I notice patterns/relationships between number and shape e.g. Cuisenaire rods. |
|---|---|---|---|---|---|---|