Autumn Maths Progression- Reception

Emerging	Expected	Mastery
I can subitise to 3.	I can subitise to 6.	I can see 2 numbers within a numicon piece.
I recognise numerals 1 to 5.	I can count to and back reliably with numbers from 1 to 10.	I can count to and back reliably with numbers from 1 to 20.
I can order numbers 1 to 5	I can order numbers to 10.	I can order numbers to 20, using my knowledge of numbers to 10.
I can count up to 5 objects or actions by saying one number name for each item	I can count an irregular arrangement of up to 10 objects or actions saying one number name for each item.	I can count an irregular arrangement of up to 15 objects or actions saying one number name for each item.
I can count out up to 5 objects from a larger group.	I can count out up to 10 objects from a larger group.	I can count out beyond 10 objects from a larger group.
I can select the correct numeral to represent up to 5 objects	I can select the correct numeral to represent up to 10 objects	I can select the correct numeral to represent up to 15 objects.
I can point to the group of objects that has more or less.	I can use the language 'more than' and 'less than' to compare sets of objects.	I can also understand the language 'greater than' and 'fewer than'.
I can read numbers to 5 and beyond.	I can read and attempt to write numbers to 10.	I can read and write numbers to 10 most of which are correctly formed.
I can find one more or one less from a group of objects.	I can say which number is one more than or one less than a given number to 10	I can say which number is one more than or one less than a given number to 15
	I can show different ways of making numbers to 5 e.g. 2 and 2, 3 and 1, 4 and 0 all make 4.	I can show different ways of making other numbers up to 10 e.g. 3 and 3, 4 and 2, 5 and 1, 6 and 0 all make 6.
I can count my fingers.	I can show a number using my fingers.	I can show a number on my fingers in a variety of ways.
I can point and count to find a total number of objects in a group.	I can find the total number of objects in 2 groups by counting them altogether.	I can solve an addition problem using my fingers.
I can take objects away from a group and count the total with support.	I can solve a subtraction problem by taking away the correct number of objects and counting the total.	I can solve a subtraction problem by counting out the correct number of objects and taking away a given amount, before counting the total.
I can name 2D shapes.	I can name and describe some 2D and 3D shapes	I can name all 2D and 3D shapes and use some mathematical language to

		describe them, e.g. curved, flat, number of faces.
I can use some language of size and shape e.g. big, short, round	I can compare the length/height/weight/capacity of two objects	I can sort three objects by length/height/weight/capacity.
I can recreate a repeating pattern.	I can continue a repeating pattern.	I can create a simple repeating pattern e.g. red, blue, red, blue.
I can say if a picture is symmetrical.	I can select and place shapes to complete a symmetrical pattern.	I can make my own symmetrical pattern using shapes.

Spring Maths Progression- Reception		
Emerging	**Expected**	**Mastery**
I can count to and back reliably with numbers from 1 to 10.	I can count to and back reliably with numbers from 1 to 20.	I can use this knowledge to find one more or less than a number.
I can recognise and order numbers to 10.	I can recognise and order numbers to 20 using my knowledge of numbers to 10.	I can count on or back from any given number to 10.
I can say which number is one more than or one less than a given number to 10.	I can say which number is one more than or one less than a given number to 20 using my knowledge of numbers to 10.	I can count on or back to say which number is 2 more/less than a number to 10.
I can count an irregular arrangement of up to 10 objects saying one number name for each item.	I can add and subtract two single digit numbers using objects.	I can add and subtract two single digit numbers using a number line.
I can read and write numbers to 5 most of which are correctly formed.	I can read and write numbers to 10 most of which are correctly formed.	I can use my knowledge of numbers to record my own mathematical interests and number sentences.
I can identify odd and even numbers using numicon.	I can identify odd and even numbers using numicon and explain what makes a number odd or even.	I know whether a number can be halved using my odd and even knowledge.
I can say if an object is split in 2 equal halves.	I can find half of an object.	I can find half and a quarter of an object.
I can say whether groups of objects are equal.	I can share objects into equal groups.	I can count in 2s.
I can make 2 equal groups of objects.	I can find half of a group of objects.	I can recall some half facts to 10.
I can show different ways of making numbers within 5 e.g. 2 and 2, 3 and 1, 4 and 0 all make 4.	I can show different ways of making numbers up to 10 e.g. 3 and 3, 4 and 2, 5 and 1, 6 and 0 all make 6.	I can automatically recall number bonds to 10.
I can name and describe 2D shapes.	I can name all 2D and 3D shapes and identify 2d shapes within 3d shapes.	I can create a 3d shape using 2d shapes.
I can recognise 1p, 2p and 5p coins and know their values.	I can recognise 1p, 2p, 5p, 10p and 20p coins and know their value.	I can recognise all coins and know their value.
I can make small totals using 1p coins.	I can calculate amounts using 1p, 2p and 5p coins e.g. 2p+5p is 7p.	I can calculate amounts using 1p, 2p, 5p, 10p coins e.g. 10p+2p is 12p.
I can compare the length/height/weight/capacity of two objects	I can sort three objects by length/height/weight/capacity.	I am beginning to use non-standard measure to explore properties of objects.
I can continue a repeating pattern	I can create a simple repeating pattern e.g. red, blue, red, blue	I can describe and recreate more complex repeating patterns e.g. red, blue, blue, red…

Summer Maths Progression-Reception

I can count to and back reliably with numbers from 1 to 20.	I can count beyond 20, knowing which multiple of 10 comes next.	I have a strong understanding of number and am beginning to understand place value e.g. twelve is one ten and two.
I can say if I think there are more or less than 10.	I can make an accurate estimate of a number of objects and check quantities by counting.	I can decide if there are enough objects to share out equally using my estimating skills.
I can say which number is one more than or one less than a given number to 15.	I can count on or back to find the answer to addition and subtraction problems on a number line.	I can hold the larger number in my head and count on or back to solve an addition or subtraction problem.
I can add and subtract two single digit numbers using objects	I can tell my own number stories and explain them	I can add 3 numbers together.
I can solve problems including doubling, halving and sharing (within 10) using practical objects.	I can share amounts into equal groups	I can solve practical problems that involve combing groups of 2, 5, 10.
I can show different ways of making numbers within 10 e.g. 2 and 2, 3 and 1, 4 and 0 all make 4	I can automatically recall number bonds to 10.	I can solve addition and subtraction problems mentally using my knowledge of number bonds.
I can name and describe some 3D shapes.	I can confidently describe or identify a 2d or 3d shape based on its properties.	I can identify a 3d shape by looking at its net.
I can make small totals using 1p and 2ps.	I can use numicon to help calculate amounts using 1p, 2p, 5p, 10p coins e.g. 10p+2p is 12p	I can make larger totals using 2ps, 5ps and 10ps by counting in 2s, 5s and 10s.
I can sort three objects by length/height/weight/capacity	I am beginning to use non-standard measure to explore properties of objects.	I can choose the most appropriate way to measure an object of my choosing.
I can order the main events of the day in time sequence and say what time some of these happen.	I can show o'clock times on a clock.	I can show o'clock and half past times on an analogue clock.

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