Mathematical Objectives Progression – Reception (ELG) to Year 1 (NC)

EYFS Objectives (Reception)	Year 1 Objectives
(December March)	Pupils should be taught to:
• I can count up to three or four objects by saying one number name for each item.	- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
• I can count objects to 10 and begin to count beyond 10.	- count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
• I can count out up to six objects from a larger group.	- given a number, identify one more and one less
• I can select the correct numeral to represent 1 to 5, then 1 to 10 objects.	- identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
• Count objects, actions and sounds.	
• I can estimate how many objects I can see and check by counting them.	
• I can use the language of 'more' and 'fewer' to compare two sets of objects.	- read and write numbers from 1 to 20 in numerals and words
• I fully understand 5, 6, 7 etc and all manipulations of the number.	- read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs
• Subitise.	
• Link the number symbol (numeral) with its cardinal number value.	- represent and use number bonds and related subtraction facts within 20
• Count beyond ten.	- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \; - 9$
• Compare numbers.	
• Understand the 'one more than/one less than' relationship between consecutive numbers.	
• Continue, copy and create repeating patterns.	add and subtract one-digit and two-digit numbers to 20, including zero
• I can recognise some numerals of personal significance.	
• I can find the total number of items in two groups by counting all of them and starting to use 'counting on'.	- solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher
• I can begin to use the vocabulary involved in adding and subtracting including counting on and back.	
• I understand addition up to 5 using all combinations. Then 6, 7, 8, 9, 10.	- recognise, find and name a half as one of two equal parts of an object, shape or quantity
• Explore the composition of numbers to 10.	
• Automatically recall number bonds for numbers 0–10.	- recognise, find and name a quarter as one of four equal parts of an object, shape or quantity
• I can show some understanding of doubling and halving in familiar contexts.	
ELG: Number	- compare, describe and solve practical problems for:
Children at the expected level of development will:	o lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
- Have a deep understanding of number to 10, including the composition of each number;	
- Subitise (recognise quantities without counting) up to 5;	o mass/weight [for example, heavy/light, heavier than, lighter than]
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.	o capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]
	o time [for example, quicker, slower, earlier, later]
(December March)	o measure and begin to record the following:
• I can start to identify shapes in the environment.	o lengths and heights
• I can start to find appropriate shapes for certain tasks.	o mass/weight
• I can start to make more meaningful pictures, patterns and arrangements with shapes.	o capacity and volume
	o time (hours, minutes, seconds)

Mathematical Objectives Progression – Reception (ELG) to Year 1 (NC)

• I can copy a pattern • I can use comparative language such as tall, taller, short, shorter. • I can count to ten forwards and backwards • I can compare two groups using language of more or less than • I can compare two groups using language of more or less than, greater and fewer than • I can begin to count to twenty forwards and backwards. • Compare length, weight and capacity. • I can recall names for 2D and 3D shapes and I can use some of the terms to describe their properties. • I can continue, create, recreate and copy patterns. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. • Select, rotate and manipulate shapes in order to develop spatial reasoning skills. ELG: Numerical Patterns Children at the expected level of development will: - 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.	- tell the time to the hour and half past the hour and draw the hands on a clock face to show these times - recognise and know the value of different denominations of coins and notes - sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] - recognise and use language relating to dates, including days of the week, weeks, months and years - recognise and name common 2-D and 3-D shapes, including: - 2-D shapes [for example, rectangles (including squares), circles and triangles] - 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. - describe position, direction and movement, including whole, half, quarter and three quarter turns.