

Reception Maths Yearly Curriculum Map 2019-20

ELG 11 Numbers: Children count reliably with **numbers** from 1 to 20, place them in order and say which **number** is one more or one less than a given **number**. Using quantities and objects, they add and subtract two single-digit **numbers** and count on or back to find the answer. They solve problems including doubling, halving and sharing.

ELG 12 Shape, space and measures Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

CLIC	Aspect	Autumn	Spring	Summer	Exceeding Level Descriptor
Counting	Saying Numbers	Step 1 term 1 I can count to 10 p 24 Place the numbers reliably in order	Step 2 term 3 I can count to 20 p 25	Step 2 term 3 I can count to 20 p 25	Children estimate a number of objects and check quantities by counting up to 20.
	Counting Skills	Steps 1-5 throughout the year P 58-60			
	Actual Counting	Step 1 term 1 I can count 3 objects p 61-62 Steps 2, 3, 4, 5 term 2 I can count 4 objects, 5 objects, 6 objects, 10 objects, 20 objects p 61-62 Introduce the language of 'more and fewer' Counts an irregular arrangement of up to ten objects To compare two sets of objects.	Steps 2, 3, 4, 5 term 2 I can count 4 objects, 5 objects, 6 objects, 10 objects, 20 objects p 61-62 Steps 6 term 2 I can count 20 objects p 61-62 Consolidate the language of 'more and fewer' Says the number that is one more than a given number	Steps 6 term 2 I can count 20 objects p 61-62	
	Reading Numbers	Step 1 term 2 I can read 1 d	Step 1 term 2 I can read 1 d	Step 2 term 3 I can read numbers	

		numbers P 33	numbers P 33 Step 2 term 3 I can read numbers 11-20 P 34	11-20 P 34 Step 3 p. 35 I can read 2d multiples of 10	
	Core	Steps 1 term 2 I can understand numbers to 10 P 52	Steps 1 term 2 I can understand numbers to 10 P 52	Step 2 I can understand numbers to 20 p. 52	
	Counting On		Step 1 term 2 I can count on and back 1 (1 more/less than) P 65	Steps 1 2,3,4,5 term 3 2, 3, 4, 5 more/less than P 65	
	Counting Multiples			Step 2 term 3 I can count in 10s P 68	
Learn Its		Step 1 1+1, 2+2	Step 2 3+3, 4+4, 5+5	Step 3 1+2, 2+3 Multiples of 10 to 100 (in counting)	In practical contexts use Multiples of 2 to 10 (in counting) and Multiples of 5 to 25
It's nothing new	Pim the Alien			Step 1 I can swap objects P 134	
	Doubling and halving	Step 1 I can double a 1 digit number P 146 (see clarification of halving p 144) Introduce - I can halve a small number of objects (up to 10)	Step 1 I can double a 1 digit number P 146 (see clarification of halving p 144) Consolidate - I can halve a small number of objects (up to 10)		The child can double and halve numbers and in problem solving. The children solve practical problems that involve combining groups of 2,5,10 , or sharing into equal groups. Note: estimation in exceeding is not expected.

Calculation	Addition	<p>Steps 1 Understands addition I know when to add some more p222</p> <p>Step 2 Understands addition I know to find the total p222</p> <p>In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Finds one more up to 5 objects.</p>	<p>Step 3 Skill of adding I can add the right amount p 223</p> <p>Step 4 Skill of adding I can add the right amount and can count how many altogether p224 (2 single digit numbers).</p> <p>Step 5 Skill of adding I can add numbers of objects to 10 p 224</p> <p>Finds one more or one less from a group of up to ten objects.</p>	<p>Step 3 Skill of adding I can add the right amount p 223</p> <p>Step 4 Skill of adding I can add the right amount and can count how many altogether p224 (2 single digit numbers)</p> <p>Step 5 Skill of adding I can add numbers of objects to 10 p 224</p>	They solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups.
	Subtraction		<p>Steps 1 Understands subtraction I know when to take some away p277</p> <p>Step 2 Understands subtraction I know to take some away, then count how many are left. P 278</p>	<p>Step 3 Skill of subtraction I can take away the right amount p 278</p> <p>Step 4 Skill of subtraction I can take away the right amount and can count how many are left p279 (2 single digit numbers)</p> <p>Step 5 Skill of adding I can take away numbers of objects to 10. p 279</p>	
	Multiplication		<p>Step 1 I can set out groups of toys when I play p 329</p> <p>Step 2 I can find the total amount of toys. P 329</p>	<p>Step 2 I can find the total amount of toys P 329</p>	Can solve problems involving counting in 2s, 5s or 10s
	Division		<p>Step 1 I can set out groups of toys when I play p 329</p> <p>Step 2 I can find the total amount of toys</p>	<p>Step 2 I can count how many each person was given p 365</p> <p>Step 3 I can share an even number of objects</p>	

			P 329	<p>between 2 people p 366</p> <p>Step 4</p> <p>I can halve an even number of objects p 366</p> <p>Step 5</p> <p>I can share 6, 9, 12, 15 objects between 3 people p 367</p> <p>I can solve problems involving doubling, halving and sharing.</p>	
Shape Space and Measure	Measure	<p>I can talk about size, position and distance in the indoor and outdoor environment and solve problems.</p> <p>Days of the week</p> <p>Order my day</p> <p>I can order two or three items by length or height.</p>	<p>I can talk about shape, weight and capacity and compare quantities and objects and solve problems.</p> <p>Seasons</p> <p>Introduce the context of money and coin values.</p>	<p>I can talk about time and money to compare quantities and objects and solve problems.</p> <p>Introduce months of the year.</p> <p>I can measure short periods of time in simple ways.</p>	<p>Children estimate, measure, compare and order objects and talk about properties, position and time.</p> <p>Note: Focus on doing/ application of knowledge. Unlikely to achieve expected for this ELG unless also 'expected' for speaking. Note2. Expected is about using everyday language (circle, bigger..). Exceeding is about applying (I'm going to weigh this and it weighs ..., is heavier than...).</p>
	Shape	<p>I can explore the characteristics of everyday objects and shapes and use mathematical language to describe them.</p> <p>Name 2D shapes: circle, square, triangle, rectangle.</p>	<p>I can explore the characteristics of everyday objects and shapes and use mathematical language to describe them.</p> <p>Name 3D shapes: sphere, cube, cone, prism, cylinder, pyramid.</p>	<p>Name 2D and 3D shapes: circle, square, triangle, rectangle; sphere, cube, cone, prism, cylinder, pyramid.</p>	
		<p>I can recognise the pattern and describe it.</p> <p>I can use familiar objects and common shapes to recognise and describe patterns and build models</p>	<p>I can create the pattern and describe it.</p> <p>I can use familiar objects and common shapes to create and recreate patterns and build models.</p>		

			Can describe their relative position such as 'behind' or 'next to', as well as direction.		Use everyday language related to time- first, then, today, tomorrow, yesterday. Orders and sequences familiar events. Measure short periods of time in simple ways. Beginning to use everyday language related to money.
--	--	--	---	--	--