Number Facts: Reception Year

Early Learning Goal : Number

Children at the expected level of development will: -

- Have a deep understanding of number to 10, including the composition of each number
- Subitise (recognise quantities without counting) up to 5
- 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.

Early Learning Goal : 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.

Number Facts: Number and place value

- Know the sequence of counting in ones from 1 to 20 (by rote)
- Recognise numerals 0 - 9
- Accurately count up to 20 objects
- Place numbers to 20 in order
- Verbally count beyond 20 by patterning
- Recognise even and odd numbers up to 10

Number Facts: Fractions

- Develop an awareness of halving through practical experiences.

Number Facts: Early Calculation

- Be able to recognise numbers within numbers up to 10 (so 7 is made from 5 and 2)
- Know number bonds to 5
- Use the language of 'more' and 'fewer' to compare two sets of objects.
- Find the total number of items in two groups by counting all of them.
- Say the number that is one more than a given number to 20.
- Say the number that is one less than a given number to 20.
- Recognise when a quantity or items is reduced or increased by one.
- Subtract a quantity within 20. Say how many are left by counting (or counting back)
- Double small numbers (e.g. the amount shown on two dice)
- Share objects equally, or fairly, by putting them in equal sized groups

Number facts: Measure

- Develop an awareness of measure through practical experiences (e.g. length, weight/mass, capacity, distance, height) in readiness for more precise measuring in KS1
- Develop an awareness of time passing, in preparation for telling the time.
- Begin to use the language of time (next, before) to sequence personal events
- Develop their use and understanding of positional language.
- Explore 2-D and 3-D shape (e.g. through constructions and patterns)

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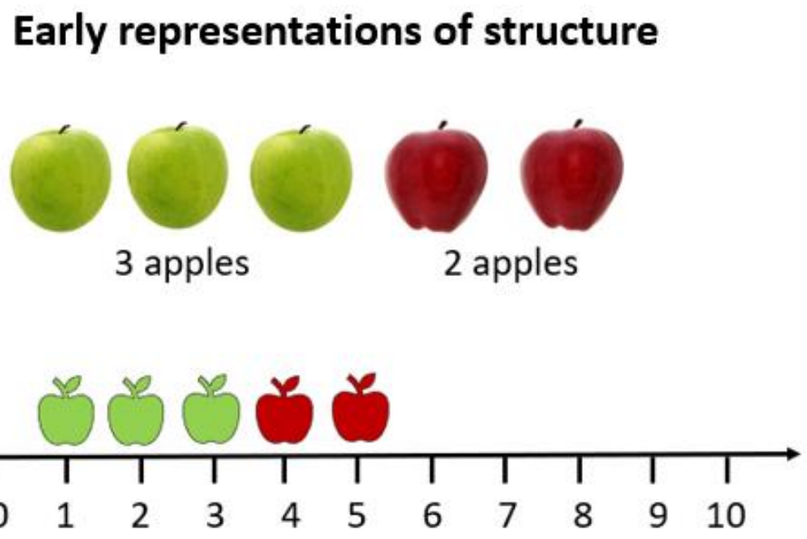
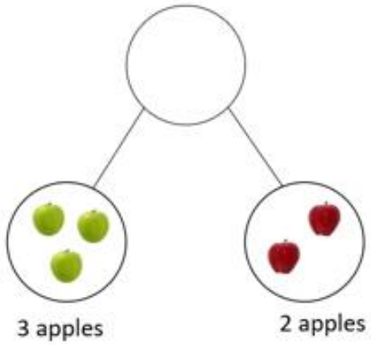
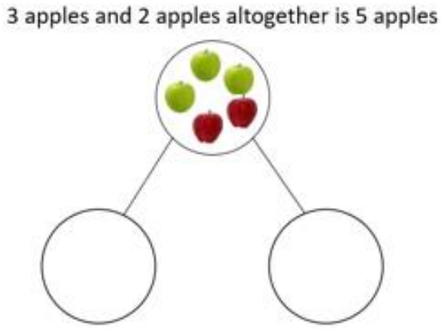
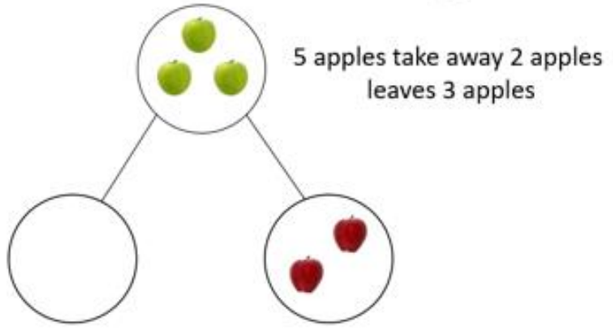
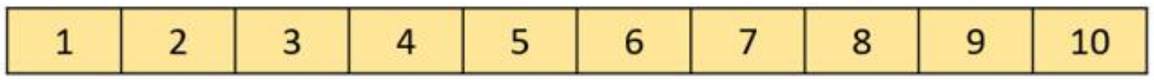
Mathematical models and images to support conceptual understanding underpinning key facts in Reception



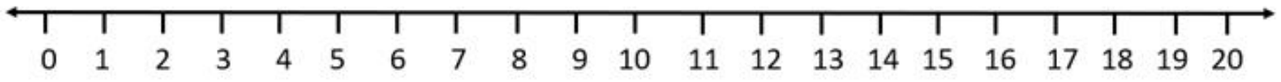


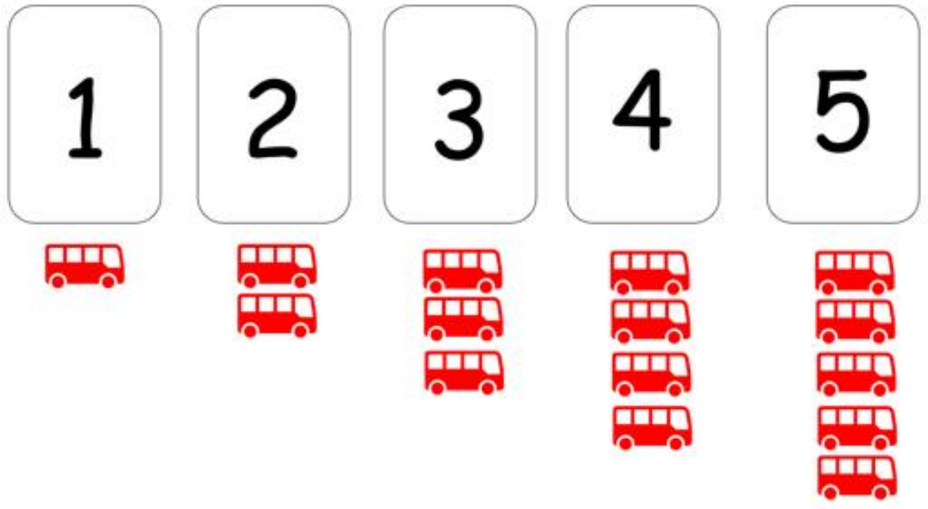






number tracks and number lines





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