

## Numeracy Key Objectives Taught in Reception

- Say and use the number names in order in familiar contexts.
- Count reliably up to 10 everyday objects.
- Recognise numerals 1 to 9.
- Use language such as more or less, greater or smaller, heavier or lighter, to compare two numbers or quantities.
- In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting.
- Find one more or one less than a number from 1 to 10.
- Begin to relate addition to combining two groups of objects, and subtraction to 'taking away'.
- Talk about, recognise and recreate simple patterns.
- Use language such as circle or bigger to describe the shape and size of solids and flat shapes.
- Use everyday words to describe position.
- Use developing mathematical ideas and methods to solve practical problems.

## Numeracy Objectives for Counting and Recognising Numbers

### Counting

- Say and use the number names in order in familiar contexts such as number rhymes, songs, stories, counting games and activities (first to five, then ten, then twenty and beyond).
- Recite the number names in order, continuing the count forwards or backwards from a given number.
- Count reliably up to 10 everyday objects (first to 5, then 10, then beyond), giving just one number name to each object.  
Recognise small numbers without counting.
- Begin to recognise 'none' and 'zero' in stories, rhymes and when counting.
- Count reliably in other contexts, such as clapping sounds or hopping movements.
- Count in tens.
- Count in twos.
- Estimate a number in the range that can be counted reliably, then check by counting.

### Reading and Writing Numbers

- Recognise numerals 1 to 9, then 0 and 10, then beyond 10.
- Begin to record numbers, initially by making marks, progressing to simple tallying and writing numerals.

### Comparing and Ordering Numbers

- Use language such as more or less, greater or smaller, to compare two numbers and say which is more or less, and say a number which lies between two given numbers.
- Order a given set of numbers: for example, the set of numbers 1 to 6 given in random order.
- Order a given set of selected numbers:  
for example, the set 2, 5, 1, 8, 4.
- Begin to understand and use ordinal numbers in different contexts.

## Numeracy Objectives for Adding and Subtracting

### Adding and Subtracting

In practical activities and discussion:

- Begin to use the vocabulary involved in adding and subtracting.
- Find one more or one less than a number from 1 to 10.
- Begin to relate addition to combining two groups of objects, counting all the objects; extend to three groups of objects.
- Begin to relate addition to counting on.
- Begin to relate the addition of doubles to counting on.
- Find a total by counting on when one group of objects is hidden.
- Separate (partition) a given number of objects into two groups.
- Select two groups of objects to make a given total.
- Begin to relate subtraction to 'taking away' and counting how many are left.
- Remove a smaller number from a larger and find how many are left by counting back from the larger number.
- Begin to find out how many have been removed from a larger group of objects by counting up from a number.
- Work out by counting how many more are needed to make a larger number.

## Numeracy Objectives for Solving Problems

### Reasoning about Numbers or Shapes

- Talk about, recognise and recreate simple patterns: for example, simple repeating or symmetrical patterns from different cultures.
- Solve simple problems or puzzles in a practical context, and respond to 'What could we try next?'
- Make simple estimates and predictions: for example, of the number of cubes that will fit in a box or strides across the room.
- Sort and match objects, pictures or children themselves, justifying the decisions made.

### Problems Involving 'Real Life' or Money

- Use developing mathematical ideas and methods to solve practical problems involving counting and comparing in a real or role play context.
- Begin to understand and use the vocabulary related to money.  
Sort coins, including the £1 and £2 coins, and use them in role play to pay and give change.

## Numeracy Objectives for Measures, Shape and Space

### Comparing and Ordering Measures

- Use language such as more or less, longer or shorter, heavier or lighter to compare two quantities, then more than two, by making direct comparisons of lengths or masses, and by filling and emptying containers.
- Begin to understand and use the vocabulary of time.  
Sequence familiar events.  
Begin to know the days of the week in order.  
Begin to read o'clock time.

## Exploring Pattern, Shape and Space

- Use language such as circle or bigger to describe the shape and size of solids and flat shapes.  
Begin to name solids such as a cube, cone, sphere and flat shapes such as a circle, triangle, square, and rectangle. Use a variety of shapes to make models, pictures and patterns, and describe them.
- Put sets of objects in order of size.
- Talk about, recognise and recreate patterns: for example, simple repeating or symmetrical patterns in the environment (see also Reasoning).
- Use everyday words to describe position, direction and movement: for example, follow and give instructions about positions, directions and movements in PE and other activities.