

	RECEPTION LEVEL RECORD	R	1	2	3	4	5	6
	<u>COUNTING AND RECOGNISING NUMBERS</u> COUNTING AND PROPERTIES OF NUMBER							
R/1	Say and use the number names in order In familiar contexts such as number rhymes, songs, stories, counting games and activities (to ten, then twenty and beyond).							
R/2	Recite the number names in order, continuing the count forwards or backwards from a given number.							
R/3	Say the number name that goes after a given number.							
R/4	Start from a given number and stop at another.							
R/5	Count on several numbers from a given number.							
R/6	Recognise that 'somethingtynine' signals a change in the decade.							
R/7	Say the number name that goes before a given number name.							
R/8	Start to use zero as an extension of the counting sequence when counting backwards.							
R/9	Recite the number sequence consistently back to zero from 5...10...20... a number such as 16...							
R/10	Start from a given number name and count back to another.							
R/11	Count back several numbers from a given number.							
R/12	Count reliably up to 10 everyday objects (first to 10, then beyond), using a wide variety of opportunities.							
R/13	Give just one number name in one to one correspondence with an object.							
R/14	Begin to realise when counting that the number of objects is not affected by their size, shape or position.							
R/15	Count out a specified number of things from a collection of objects.							
R/16	Recognise small numbers without counting, number of fingers held up on one hand and then two, dot patterns on dice, dominoes, playing cards.							
R/17	Begin to realise that there is no need to count when the number can be recognised without counting.							
R/18	Know the purpose of counting is to tell how many there are.							

	RECEPTION LEVEL RECORD							
R/99	Separate (partition) a given number of objects into two groups eg say how up to 10 objects can be separated into two groups and find different ways of doing it.							
R/100	Talk about outcomes and find own ways of recording.							
R/101	Select two groups of objects to make a given total							
R/102	Begin to relate subtraction to 'taking away' and counting how many are left.							
R/103	Remove a smaller number from a larger one and find how many are left by counting back from the larger number.							
R/104	Begin to find out how many have been removed from a larger group of objects by counting up from a number.							
R/105	Work out by counting how many more are needed to make a larger number i.e. by counting up.							
	<u>REASONING ABOUT NUMBERS OR SHAPES</u>							
R/106	Talk about, recognise and recreate simple patterns eg simple repeating or symmetrical patterns from different cultures. Use shapes, printing, weaving, bead threading, computer programs etc. to make own repeating patterns such as: cotton reel, sponge, cotton reel, sponge or thumb, palm, palm, thumb, palm, palm.							
R/107	Talk about, copy and continue repeating patterns of sounds or movements in music or dance e.g. hop, hop, jump or tap, tap, pause, tap...							
R/108	Solve simple problems or puzzles in a practical context, and respond to 'What could we try next?'							
R/109	Talk about and record in own way how problem was resolved.							
R/110	Make simple estimates eg of the number of cubes that will fit in a box or strides across the room. Check by counting.							
R/111	Predict in a range of activities e.g. a hidden part of a pattern, a shape in a bag, who will be number 8 when counting around a ring.							
R/112	Sort and match objects, pictures or children themselves, justifying the decisions made.							
R/113	Begin to understand and use the terms: <i>sort, match, count..</i>							
R/114	Sort and display objects according to their characteristics eg shiny / dull, hard / soft, rough / smooth...							
R/115	Sort and count the children themselves using one criterion.							

	RECEPTION LEVEL RECORD								
R/116	Sort, match or order flat or solid shapes and explain what has been done.								
	PROBLEMS INVOLVING 'REAL LIFE' OR MONEY								
R/117	Use developing mathematical ideas and methods to solve practical problems involving counting and comparing in a real or role play context eg do we have enough biscuits for everyone?								
R/118	Counting doubling and halving.								
R/119	Use vocabulary such as: <i>double, half and pair</i> e.g. slices of bread needed for 4 sandwiches, colour half red half blue, how many pairs of socks?								
R/120	Counting: repeated addition, grouping or sharing.								
R/121	Use vocabulary such as: share, group, left over, how many times?								
R/122	Solve story-based problems.								
	MONEY								
R/123	Begin to understand and use vocabulary related to money: <i>coin, penny, pence, pound, price, costs, costs more, costs less, total, pay, change, how much? how many?</i>								
R/124	Use coins to pay for things or to buy things in the class 'shop' etc. recognising that coins are used to pay and give change.								
R/125	Play money games using 1p coins to the value of 10p and £1 coins to the value of £10.								
R/126	Distinguish coins: 1p, 2p, 5p, 10p, 20p, 50p, £1, £2 and use in sorting activities.								
R/127	Choose and use the appropriate number operation to solve 'story' problems involving money.								
R/128	Explain orally and where appropriate, record in own way how problem was solved.								
R/129	Begin to recognise that some coins have greater value than others and will buy more.								
R/130	Be aware that two 1p coins are equivalent to a 2p piece. Begin to count together a 2p and a 1p coin.								
R/131	Work out the total cost of a basket of items (up to about 6).								
R/132	Work out what to buy and how to pay, considering the coins that could be used.								

	RECEPTION LEVEL RECORD								
	TIME								
R/149	Begin to understand and use the vocabulary of time in practical contexts: day, week, morning, afternoon, night, today, yesterday, tomorrow, birthday, holiday, o'clock, bedtime, dinnertime, playtime, now, soon, before, after, next, last, quickly, slowly.								
R/150	Begin to know the days of the week and talk about them in familiar activities.								
R/151	Sequence familiar events e.g. events in their day or in a well-known story.								
R/152	Listen to and discuss stories that cover the passing of time.								
R/153	Begin to be aware of the duration of time e.g. what can they do before the sand runs through a timer?								
R/154	Be aware of the language of clock time in rhymes and stories.								
R/155	Begin to know key times of the day.								
R/156	Begin to read o'clock time.								
	EXPLORING PATTERN, SHAPE AND SPACE								
R/157	Use language such as circle or bigger to describe the shape and size of solids and flat shapes.								
R/158	Understand and use in practical contexts the words: <i>shape, pattern, flat, curved, round, straight, solid, hollow, corner, face, side, end, sort, make, build, draw.</i>								
R/159	Use a variety of shapes to make models, pictures and patterns.								
R/160	Begin to name solids such as a <i>cube, cone, sphere...</i> and flat shapes such as a circle, triangle, square, rectangle...								
R/161	Identify solid shapes that can be seen around the school and the classroom.								
R/162	Start to become aware of some properties of solid shapes eg all flat surfaces, can roll / slide etc.								
R/163	Make models that vary in shape, size and texture, describing it and saying what shapes have been used.								
R/164	Make shapes from modelling materials and describe them.								
R/165	Make a copy of a simple model as accurately as possible.								
