Year 2022-23 Reception Objective Map – Based on EYFS Curriculum (Development Matters Reception and ELG Statements)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Low Ach.	High Ach.
Development Matters (Reception Statements)								
Count objects, actions and sounds.								
Subitise								
Link the number symbol (numeral) with its cardinal number value.								
Count beyond ten.								
Compare numbers.								
Understand the 'one more than/one less than' relationship between consecutive numbers.								
Explore the composition of numbers to 10.								
Automatically recall number bonds for numbers 0–5 and some to 10.								
Select, rotate and manipulate shapes to develop spatial reasoning skills								
Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.								
Continue, copy and create repeating patterns.								
Compare length, weight and capacity.								
Early Learning Goal Number								
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.								

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Low Ach.	High Ach.
Early Learning Goal - Number Numerical Pattern								
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.								
Shape, Space and Measure (Previous ELG Statement)								
Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects to solve problems.								
They recognise, create and describe patterns.								
They explore characteristics of everyday objects and shapes and use mathematical language to describe them.								

🟥	Taught but not secure. Will need to revisit.
🟨	Taught and mostly secure. Some reinforcement needed.
🟩	Taught and secure. Need to be further challenged.