

## Reception Mathematics Targets

Saying numbers in order	Number order	Doubling
I can use some number names accurately in my play.	I can order the numbers to :5 / 10 / 15 / 20	I can get the same amount of objects that I have been shown.
I can count to :5 / 10 / 15 / 20	I can identify the missing number on a number track.	I can use objects to double 1-5.
I can count backwards from 20.	I can sort and write numbers in order of size.	I can use objects to double 6-10.
I can count on from any number without going back to 0.	I can continue missing number sequences.	I can recall doubles 1-5 then 6-10.
I can count in 2s.	I can compare numbers.	I can solve doubling problems.
I can count back in 2s.	I can answer questions in relation to number order and explain my answer.	Halving/Sharing
1:1 counting	Addition	I can share an even number of objects between two people.
I know when to count.	I can add more to a pile.	I can fairly share my pile and count how many each person has.
I know the last number is the total.	I know that if I add more to the pile, I have a greater amount	I can halve an even number of objects 0-10 then 11-20.
I can count objects to: 5/10/15/ 20	I can tell you how many objects are in two different sets.	I can solve sharing/halving problems.
I can match numeral to quantity to: 5 / 10 / 15 / 20	I can find the total number of two sets of objects.	Multiplication
I can estimate a number of objects and check quantities by counting up to 20.	I know what + and = means.	I can count out groups in 2s.
Subitising	I can read a number sentence.	I can count out groups in 5s.
I can subitise:	I can add two single-digit numbers together using my fingers and/or objects.	I can count out groups in 10s.
- amounts on a dice.	I can count on to find the answer.	I can solve problems that involve combining groups of 2, 5 or 10.
- on a 5 / 10 / 20 grid.	Subtraction	Shape
- random amounts to 5 /10.	I know when I take something away there is less.	I can recognise the 4 basic 2D shapes.
More/Less	I can take away the right amount.	I can use shapes to form figures.
I can use the language 'more' and 'fewer' to compare two sets of objects.	I can take away the right amount and say how many are left.	I can describe the 4 basic 2D shapes.
I can find one more or one less from a group of up to 5 / 10 using concrete resources.	I can take away from a group of 5 and find the answer.	I can recognise most 3D shapes.
I can recall one more than a given number 0-10 then 11-20.	I can take away from a group of 10 and find the answer	I can describe most 3D shapes.
I can recall one less than a given number 0-10 then 11-20.	.I know what – means.	I can name and describe the shapes in everyday objects.
I can answer word problems.	I can subtract two single-digit numbers using objects and/or fingers)	Pattern
I can show multiple representations to help explain my answer.	I can count back to find the answer.	I can recognise and describe simple patterns.
I can find 10 more than a number using concrete representations.	Addition/Subtraction (Greater Depth)	I can extend simple patterns.
Number formation	I know number bonds to 5, 6, 7, 8, 9 then 10.	I can create simple patterns.
I can record using marks that I can interpret and explain.	I can fill in the missing number in a number sentence.	Other SSM
I can form the numbers: 0, 1, 4, 7 and 10	I can complete a part-part-whole diagram.	I can talk about and compare:
I can form the numbers: 2, 3, 5, 6, 8 and 9	I can identify missing numbers in part- part-whole models using concrete resources.	- size
Number recognition	I can write a number sentence related to a part-part -whole diagram.	- weight
I can recognise numbers to 3.	I can show my answer using a variety of representations.	- capacity
I can recognise numbers to 5.	I can complete a word problem.	- position
I can recognise numbers to 10 in numerals and words.	I can explain why my answer is correct or incorrect. It is true because...	- distance
I can match numbers, words and objects to 10.	I can complete word problems and show how I completed it.	- time
I can recognise numbers to 15.	I can split numbers using visual images, e.g. children are taught 7 + 5 becomes 5 + 5 + 2	money
I can recognise numbers to 20.	I can make connections with number patterns, e.g. What's next...5+1= 6, 6+1= 7, 7+1 =8?	I can solve a range of simple problems.
I can use a number line to find any number (starting at different points).		I can estimate and measure size, weight and capacity.
I can make these numbers in different ways using numicon.		I can compare and order objects.
I can use dienes to represent the numbers.		I can talk about properties of different objects.
I can partition a 2 digit number into 10s and 1s using concrete representations.		
I can explain my answers/reasoning, e.g. I know it is 6 because...		
I can reason about the numbers, e.g. What is the same? What is different?		
I can answer true or false questions, e.g. Does this show me 12? What's missing?		
I can count by grouping into tens and ones, e.g. I can make 24 with ones, 2 tens and 4 ones, one ten and 14 ones.		

Key:

● Autumn 1  
 ● Autumn 2  
 ● Spring 1  
 ● Spring 2  
 ● Summer 1  
 ● Summer 2