Reception ESSENTIALmaths

Sequence	Title	Focus
RLS1	Subitising (including equivalence, more and less)	Subitising numbers up to 5; recognising the amount without counting
RLS2	Counting Skills (stable order and one to one correspondence)	Counting reliably, using number names in order and one to one correspondence
RLS3	Comparison – Measures	Comparing objects by length, thickness and weight/mass, using appropriate language to describe and order them
RLS4	Pattern Recognition	Noticing, describing and extending patterns, including thinking about what part is the repeating unit
RLS5	Classification	Classifying (grouping) objects using given criteria and their own ideas and thinking about the groups after classification
RLS6	Counting the Sort (including cardinality)	Counting a set of items accurately, saying how many are in the set and comparing this to the amount in other sets
RLS7	Using Counting to Compare	Using counting to compare and finding a precise numerical difference in sets of objects in varied contexts
RLS8	Spatial Thinking	Developing spatial thinking and spatial language linked to position and direction, in movements and using symbols
RLS9	Magnitude – Ordering and Estimating	Knowing the position of numbers 0-10 and the relationship to other numbers, including whether they are close to 0, 5 or 10
RLS10	Regrouping the Whole	Developing a deeper understanding that numbers are made up of other numbers and beginning to rehearse number bonds
RLS11	Regrouping parts to find the total (the whole)	Combining parts to make a whole and using the part, whole model to develop an understanding of addition
RLS12	Finding the whole and missing parts	Exploring what to do when something is missing in a part, whole model; making links to subtraction and finding the difference
RLS13	Ten and Some More	Counting confidently to 20, focusing on the numbers 10 – 20, and finding one more and one less than a number
RLS14	Doubling and Halving	Exploring doubling and halving, including solving problems involving doubling and halving
RLS15	Odd and Even	Understanding that numbers are either odd or even, looking at their 'shape' and whether they share fairly into two groups
RLS16	Counting Beyond 20	Counting beyond 20, recognising the pattern of the counting system, exploring the value of tens and ones in numbers

Reception ESSENTIALmaths

Early Learning Goals (September 2013 to July 2021)

ELG 11 Numbers: Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

ELG 12 Shape, space and measures: Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Early Learning Goal (up to September 2021)	Sequences in Reception ESSENTIALmaths	
ELG 11 Numbers: Count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number.	RLS1	Subitising (including equivalence, more and less)
	RLS2	Counting Skills (stable order and one to one correspondence)
	RLS6	Counting the Sort (including cardinality)
	RLS7	Using Counting to Compare
	RLS9	Magnitude – Ordering and Estimating
	RLS13	Ten and Some More
	RLS16	Counting Beyond 20
ELG 11 Numbers: Using quantities and objects, add and subtract two single-digit numbers and count on or back to find the answer.	RLS10	Regrouping the Whole
	RLS11	Regrouping parts to find the total (the whole)
	RLS12	Finding the whole and missing parts
ELG 11 Numbers: Solve problems, including doubling, halving and sharing.	RLS14	Doubling and Halving
	RLS15	Odd and Even
ELG12 Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.	RLS3	Comparison – Measures
	RLS8	Spatial Thinking
ELG12 Recognise, create and describe patterns.	RLS4	Pattern Recognition
ELG12 Explore characteristics of everyday objects and shapes and use mathematical language to describe them.	RLS5	Classification

*The statements in the 40-60 months band for both 'numbers' and 'shape, space and measures' are also supported by the sequences.

Reception ESSENTIALmaths

Revised Early Learning Goal (from September 2021)	Sequences in Reception ESSENTIALmaths	
Number ELG: Have a deep understanding of number to 10, including the composition of each number	RLS1	Subitising (including equivalence, more and less) Subitising is then reinforced through most future sequences.
	RLS9	Magnitude – Ordering and Estimating
	RLS10	Regrouping the Whole
	RLS11	Regrouping parts to find the total (the whole)
	RLS12	Finding the whole and missing parts
Number ELG: Subitise (recognise quantities without counting) up to 5.	RLS1	Subitising (including equivalence, more and less) Subitising is then reinforced through most future sequences.
Number ELG: Automatically recall (without reference to rhymes, counting or other aides) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.	RLS10	Regrouping the Whole
	RLS11	Regrouping parts to find the total (the whole)
	RLS12	Finding the whole and missing parts
Numerical Patterns ELG: Verbally count beyond 20, recognising the pattern of the counting system.	RLS2	Counting Skills (stable order and one to one correspondence)
	RLS6	Counting the Sort (including cardinality)
	RLS7	Using Counting to Compare
	RLS13	Ten and Some More
	RLS16	Counting Beyond 20
Numerical Patterns ELG: Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as another quantity.	RLS3	Comparison – Measures
	RLS5	Classification
Numerical Patterns ELG: Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	RLS4	Pattern Recognition
	RLS14	Doubling and Halving
	RLS15	Odd and Even

Taken from: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/896872/EYFS_reforms_consultation_-_government_response.pdf

**Because the ELGs are not designed to be a complete curriculum, they do not cover all areas of learning and development. Sequences which support children's wider mathematical learning are:

RLS3	Comparison – Measures
RLS5	Classification
RLS8	Spatial Thinking

PA Plus

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Herts for Learning

Area of learning: Mathematics (up to September 2021)
Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, space and measure.

The Revised Educational Programme: Mathematics
Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.