

Reception Maths End Points (Early Learning Goals)

This document outlines the end-of-year expectations for children in Reception, based on the statutory Early Learning Goals (ELGs) for Mathematics. The foundational knowledge has been highlighted – this is the core understanding and set of skills that underpin early mathematical development. By the end of Reception, children should move beyond simple counting to a “deep understanding” of how numbers are made (composition). This includes knowing that 5 is made of 2 and 3, or 4 and 1, and being able to recall these facts to prepare them for the Year 1 curriculum.

Objective	Strand
Have a deep understanding of number to 10, including the composition of each number.	Number
Subitise (recognise quantities without counting) up to 5.	Number
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.	Number
Verbally count beyond 20, recognising the pattern of the number system.	Numerical Patterns
Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.	Numerical Patterns
Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	Numerical Patterns