

Reception outcomes for Spring term

How to use these sheets

- Print the Outcomes chart onto a sheet of A4.
- Copy so you have one per child
- This page then is added to each child's work or progress folder.
- After observing each child during the week, and collecting examples and evidence of their work (photos of activities, copies of whiteboards, drawing or writing, etc.), use your own ticking system to indicate how well the child has performed against the outcomes for that week.
- The child, after each week, can self assess against the outcomes.
- If appropriate, parents can also assess their child's performance against outcomes.

Suggested ticking system

Red = need more help with this

Green = have mastered this outcome

Orange = not yet mastered but can do it with support.

Abbreviations used on the Outcomes Sheets

T	Teacher	P	Parent/Carer
C	Child	ELG	Early Learning Goal

Key outcomes are in **bold**.

NB Outcomes are also listed on the medium term plans

Outcomes list

1. Recognise numerals 1-5 and some of personal significance; select the correct numeral to represent up to 10 objects.
2. **Count up to 5, then 10 objects, including in an irregular arrangement, match one-to-one; count actions, images, objects which cannot be moved;**
3. **Count out a set of up to 6 objects from a larger group.**
4. Estimate how many objects they can see and check by counting them.
5. **ELG: Count reliably using numbers 1 to 20 and place the numbers in order.**
6. Compare two numbers up to 20, and find numbers in between.
7. **ELG: Say the number after a given number up to 20.**
8. **ELG: Say the number before a given number up to 20.**
9. Use the language of 'greater/less than', 'more' & 'fewer' to compare two sets of objects.
10. Find the total number of items in two groups by counting all of them; begin to find the total by counting on from the larger number.
11. Find one more than a group of up to 5 objects and then up to 10 objects.
12. **In practical activities, perform additions and subtractions and use the appropriate and relevant vocabulary.**
13. **Use appropriate marks to record numbers and operations: begin to use +, -, and = to record additions and subtractions.**
14. ELG: Say the number one more than a given number up to 20.
15. ELG: Say the number one less than a given number up to 20.
16. ELG: Add numbers (<10) of objects, images and quantities, counting on to find the answer, including counting on along a number track or line.
17. ELG: Subtract one single digit number from another in the context of a practical activity, including counting back along a number track or line.
18. Identify and begin to solve mathematical problems in context of own activity or interest.
19. ELG: Solve problems including doubling and halving or sharing.
20. Explore 2D shapes, begin to use mathematical names for these 'flat' shapes; select a named shape: circle, square, rectangle, triangle.
21. Explore 3D shapes, begin to use mathematical names for 'solid' shapes; select a given named shape: sphere, cube, cuboid, pyramid, cone, cylinder.
22. **Use familiar objects/common shapes to re/create patterns and build models.**
23. Order/sequence everyday events, begin to understand that we can tell the time; recognise analogue/digital o'clock times; measure short times in simple ways.
24. ELG: Use everyday language to compare/order two or three items by length or height
25. ELG: Begin to measure using repeated uniform units, e.g. crayons or footprints.
26. ELG: Use everyday language to compare and order 2/3 items by weight or capacity
27. ELG: Begin to measure using repeated uniform units, e.g. conkers or egg-cups.
28. ELG: Use everyday language to sequence events & compare durations (e.g. after two sleeps, all afternoon); understand that we can measure time.
29. **Recognise common units of time (minutes, hours, days, weeks, months, years)**
30. ELG: Use everyday language to talk about money, to identify/describe coins; begin to understand that different coins have different values.
31. **Exchange one coin for several of another and make small amounts.**
32. ELG: Recognise, create and describe patterns.
33. ELG: Explore characteristics of shapes and everyday objects and use mathematical language to describe them.
34. ELG Use everyday language to describe position and direction, e.g. 'behind', 'in front of', 'next to', 'underneath', 'on top of'.

Week	Outcome	T	C	P
1	4. Estimate how many objects they can see and check by counting them.			
	5. ELG: Count reliably using numbers 1 to 20 and place the numbers in order.			
	6. Compare two numbers up to 20, and find numbers in between.			
	8. ELG: Say the number before a given number up to 20.			
2	9. Use the language of 'greater/less than', 'more' and 'fewer' to compare two sets of objects.			
	2. Count up to 5, then 10 objects, including in an irregular arrangement, match one-to-one; count actions;			
	4. Estimate how many objects they can see and check by counting them.			
3	5. ELG: Count reliably using numbers 1 to 20 and place the numbers in order.			
	20. Explore 2D shapes, begin to use mathematical names for these 'flat' shapes; select a named shape: circle, square, rectangle, triangle.			
	22. Use familiar objects/common shapes to re/create patterns and build models.			
4	33. ELG: Explore characteristics of shapes and everyday objects and use mathematical language to describe them.			
	11. Find one more than a group of up to 5 objects and then up to 10 objects.			
	12. In practical activities, perform additions and subtractions and use the appropriate and relevant vocabulary.			
5	16. ELG: Add numbers (<10) of objects, images and quantities, counting on to find the answer, including counting on along a number track or line.			
	22. Use familiar objects/common shapes to re/create patterns and build models.			
	Begin to recognise and create symmetrical patterns. (Not in NC nor a HAT outcome but useful for Y1)			
6	32. ELG: Recognise, create and describe patterns.			
	10. Find the total number of items in two groups by counting all of them.			
	12. In practical activities perform additions/subtractions and use the appropriate and relevant vocabulary.			
	16. ELG: Add numbers (<10) of objects, images and quantities, counting on to find the answer			
7	17. ELG: Subtract one single digit number from another in the context of a practical activity.			

Week	Outcome	T	C	P
7	12. In practical activities, perform additions and subtractions and use the appropriate and relevant vocabulary.			
	13. Use appropriate marks to record numbers: begin to use +, -, and = to record additions and subtractions.			
	14. ELG: Say the number one more than a given number up to 20.			
	16. ELG: Add numbers (<10) of objects, images and quantities, counting on to find the answer, including counting on along a number track or line.			
8	26. ELG: Use everyday language to compare and order 2/3 items by weight.			
	27. ELG: Begin to measure weight, using repeated uniform units, e.g. conkers or cubes.			
9	21. Explore 3D shapes, begin to use mathematical names for 'solid' shapes; select a given named shape: sphere, cube, cuboid, pyramid, cone, cylinder.			
	22. Use familiar objects/common shapes to re/create patterns and build models.			
	33. ELG: Explore characteristics of shapes and everyday objects and use mathematical language to describe them.			
10	6. Compare two numbers up to 20, and find numbers in between.			
	7. ELG: Say the number after a given number up to 20.			
	8. ELG: Say the number before a given number up to 20.			
	9. Use the language of 'greater/less than', 'more' & 'fewer' to compare two sets of objects.			
	14. ELG: Say the number one more than a given number up to 20.			
11	15. ELG: Say the number one less than a given number up to 20			
	30. ELG: Use everyday language to talk about money, to identify and describe coins; begin to understand that different coins have different values.			
	31. Exchange one coin for several of another and make small amounts.			
12	23. Order/sequence everyday events, begin to understand that we can tell the time; recognise analogue/digital o'clock times; measure short times in simple ways.			
	28. ELG: Use everyday language to sequence events (e.g. after two sleeps, all afternoon); understand that we can measure time.			
	29. Recognise common units of time hours, days, weeks, months and years)			