SEQUENCE	TITLE	FOCUS
RLS1	Subitising (including equivalence, more and less)	Subitising numbers up to 5; recognising the amount without counting. Recognising numbers to 5 and linking names to their values
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 comparing 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, such as 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	Explores what to do when something is missing; initially the whole but moving on to working out a missing part. Different types of problems will be used to teach different strategies.
RLS13	Ten and some more	Understanding values to 20 (focusing on the numbers 10 – 20) by creating the unit of 10, for comparison 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 'composition' 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

The Statutory 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.

Statutory framework for the early years foundation stage - Setting the standards for learning, development and care for children from birth to five.

EARLY LEARNING GOAL	SEQUENCES IN RECEPTION ESSENTIALMATHS	
Number ELG: Have a deep understanding of number to 10, including the composition of each number	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.	RLS11	Regrouping parts to find the total (the whole)
	RLS12	Finding the whole and missing parts
	RLS14	Doubling and halving

EARLY LEARNING GOAL	SEQUENCES IN RECEPTION ESSENTIALMATHS	
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)
	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
	RLS7	Using counting to compare
	RLS8	Spatial thinking
	RLS9	Magnitude – ordering and estimating
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

In the majority of cases each learning sequence we have indicated a match to a single Early Learning Goal on the front page. However, that does not mean that other learning sequences will not also support the children's development towards these goals as well. Some learning sequences will not necessarily provide specific evidence for the Early Learning Goal but they are developing concepts, skills and knowledge that ware an essential part of the child's journey towards achieving the related goal. RLS8 is such an example where spatial thinking is essential for learning about direction, patterns geometry as well as route finding and mathematical relationships that lead to an understanding of order and comparison.

The learning sequences such as this are essential stepping stones to achieving the linked Early Learning Goal and provides a curriculum that includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures, as stated in the statutory educational programme for mathematics.