Reception Curriculum Coverage

Below is the coverage for the Reception Maths curriculum.

- Count objects, actions and sound.
- Subitise.
- Link the number symbol (numeral) with its cardinal value.
- Count beyond ten.
- Compare numbers.
- Understand the 'one more than/one less than' relationship between consecutive numbers.
- Explore the composition of numbers to 10.
- Automatically recall number bonds for numbers to 10.
- Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
- Continue, copy and create repeating patterns.

Early Learning Goals

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting, or other aids) number bonds to 10, including double facts.

Numerical pattern

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Reception Basic Skills

Listed below are the number facts that we expect Reception children to learn by heart. We track children's assessments in these facts on a half termly basis. This data informs our number focus for the next half term for whole class starters and afternoon intervention groups.

Number facts, number bonds	Counting	Addition and subtraction facts	Doubles and halves
Recognise numerals to 10 Correctly form digits 0-9 Recall all number bonds to 10 (Making 10) Recall composition of numbers to 5 Recognise odd and even numbers to 10	Subitise numbers up to 5 Count forwards to 10 Count forwards to 20 Count backwards from 10 Count backwards from 20	Know one more than numbers up to 5 Know one less than numbers up to 5 Know one more than numbers up to 10 Know one less than numbers up to 10 Compare quantities to 10 using the language of greater than, less than and equal to.	Know double 1, 2, 3, 4, 5. Know half of 2, 4, 6, 8, 10,

Teaching sequence – Main Maths Lesson Coverage

Children will have a daily maths lesson from the Mastering number programme from the NCETM. This project aims to secure firm foundations in the development of good number sense for all children.

Term 1	Term 2	Term 3
Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison. **Pupils will:** • identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers 'hiding' inside larger numbers • connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers • hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number • develop counting skills and knowledge, including that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds • compare sets of objects by matching • begin to develop the language of 'whole' when talking about objects which have parts	Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals. **Pupils will:** • continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5 • explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame • focus on equal and unequal groups when comparing numbers understand that two equal groups can be called a 'double' and connect this to finger patterns • sort odd and even numbers according to their 'shape' • continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern • order numbers and play track games • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers	Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice. **Pupils will:** • continue to develop their counting skills, counting larger sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • compare quantities and numbers, including sets of objects which have different attributes • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 • begin to generalise about 'one more than' and 'one less than' numbers within 10 • continue to identify when sets can be subitised and when counting is necessary • develop conceptual subitising skills including when using a rekenrek

Teaching sequence - Starter tasks

We have carefully planned our curriculum so that some key concepts are revisited throughout the year.

	Week1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
A1	Naming **circle, triangle, square, rectangle, pentagon, hexagon, oval, octagon** and **semi-circle**	Subitise up to 3 Number bonds 0 - 3	Match the numeral to its cardinal value	Make comparisons between objects relating to length **Long, short, longest, shortest, longer, shorter, tall, taller, tallest**	Continue, copy and create repeating patterns	Composition of numbers 0 – 3 Compare numbers **More than, fewer**	Naming **cube, cuboid, sphere, cone, cylinder**	One more, one less within 3
A2	Subitise up to 5 Number bonds 0 - 5	One more, one less within 5 Match the numeral to its cardinal value	Make comparisons between objects relating to capacity **full, empty, half full, most, least**	Continue, copy and create repeating patterns	Composition of numbers 0 – 5 Compare numbers **More than, fewer**	Naming **circle, triangle, square, rectangle, pentagon, hexagon, oval, octagon** and **semi-circle**	Subitise up to 5 Number bonds 0 - 5	
Sp1	One more, one less within 10 Match the numeral to its cardinal value	Make comparisons between objects relating to weight **heavy, light, heavier, lighter, heaviest, lightest**	Positional language **on, in, under, in front, behind, next to, up, down**	Composition of numbers 0 – 5 Compare numbers **More than, fewer**	Naming **cube, cuboid, sphere, cone, cylinder**	Subitise up to 5 Number bonds 0 - 5		
Sp2	Make comparisons between objects relating to capacity **full, empty, half full, most, least**	Continue, copy and create repeating patterns	Composition of numbers 0 – 10 Compare numbers **More than, fewer**	Naming **circle, triangle, square, rectangle, pentagon, hexagon, oval, octagon** and **semi-circle**	Subitise up to 5 Number bonds 10	One more, one less within 10 Match the numeral to its cardinal value		
Su1	One more, one less Match the numeral to its cardinal value	Make comparisons between objects relating to weight **heavy, light, heavier, lighter, heaviest, lightest**	Positional language **on, in, under, in front, behind, next to, up, down**	Composition of numbers 0 – 10 Compare numbers **More than, fewer**	Naming **cube, cuboid, sphere, cone, cylinder**			
Su2	Positional language **on, in, under, in front, behind, next to, up, down**	Continue, copy and create repeating patterns	One more, one less Match the numeral to its cardinal value	Naming **circle, triangle, square, rectangle, pentagon, hexagon, oval, octagon** and **semi-circle** Introduce the term regular and irregular shapes	Composition of numbers 0 – 10 Compare numbers **More than, fewer**	Subitise up to 5 Number bonds 10	Make comparisons between objects relating to length **Long, short, longest, shortest, longer, shorter, tall, taller, tallest**	

Maths opportunities within daily routines

The number of children present and absent each day is recorded on tens frames and on a part-part whole model.

Sequencing days of the week.

Paying for snack with different maths equipment.

Maths nursery rhyme of the day.

Maths stories.

Daily sorting and organising.

The children have access to Numbots and the 1minute maths app

Maths equipment in daily continuous provision

Numicon
Rekenreks
Multilink
Tens frames
Dice
Number tracks
Loose parts for counting, ordering, pattern making and sorting
Scales for weighing and comparing
Numbers in environment to be referred to
An assortment of containers for measuring and comparing
An assortment of 3D shapes for making and building