

## 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 0-5 and some 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.

<b>Number facts, number bonds</b>	<b>Counting</b>	<b>Addition and subtraction facts</b>	<b>Doubles and halves</b>
Recall all number bonds to 10 (Making 10)	Subitise numbers up to 5  Count forwards and backwards to 20	Know one more and one less than numbers up to 10	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.

Term 1	Term 2	Term 3
<p>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</p> <p><b>Pupils will:</b></p> <ul style="list-style-type: none"> <li>• identify when a set can be subitised and when counting is needed</li> <li>• subitise different arrangements, both unstructured and structured, including using the Hungarian number frame</li> <li>• make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills</li> <li>• spot smaller numbers 'hiding' inside larger numbers</li> <li>• connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers</li> <li>• 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</li> <li>• 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</li> <li>• compare sets of objects by matching</li> <li>• begin to develop the language of 'whole' when talking about objects which have parts</li> </ul>	<p>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.</p> <p><b>Pupils will:</b></p> <ul style="list-style-type: none"> <li>• continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals</li> <li>• begin to identify missing parts for numbers within 5</li> <li>• 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</li> <li>• 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</li> <li>• sort odd and even numbers according to their 'shape'</li> <li>• continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern</li> <li>• order numbers and play track games</li> <li>• join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers</li> </ul>	<p>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.</p> <p><b>Pupils will:</b></p> <ul style="list-style-type: none"> <li>• continue to develop their counting skills, counting larger sets as well as counting actions and sounds</li> <li>• explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame</li> <li>• compare quantities and numbers, including sets of objects which have different attributes</li> <li>• 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</li> <li>• begin to generalise about 'one more than' and 'one less than' numbers within 10</li> <li>• continue to identify when sets can be subitised and when counting is necessary</li> <li>• develop conceptual subitising skills including when using a rekenrek</li> </ul>

### Teaching sequence - Starter tasks

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

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>Autumn 1</b>	Naming 2d and 3d shapes	Subitise up to 5 Number bonds 0 - 5	One more, one less Match the numeral to its cardinal value	Compare length, weight and capacity	Continue, copy and create repeating patterns	Composition of numbers 0 – 5 Compare numbers	Naming 2d and 3d shapes
<b>Autumn 2</b>	Subitise up to 5 Number bonds 0 - 5	One more, one less Match the numeral to its cardinal value	Compare length, weight and capacity	Continue, copy and create repeating patterns	Composition of numbers 0 – 5 Compare numbers	Naming 2d and 3d shapes	Subitise up to 5 Number bonds 0 - 5
<b>Spring 1</b>	One more, one less Match the numeral to its cardinal value	Compare length, weight and capacity	Continue, copy and create repeating patterns	Composition of numbers 0 – 5 Compare numbers	Naming 2d and 3d shapes	Subitise up to 5 Number bonds 0 - 5	One more, one less Match the numeral to its cardinal value
<b>Spring 2</b>	Compare length, weight and capacity	Continue, copy and create repeating patterns	Composition of numbers 0 – 10 Compare numbers	Naming 2d and 3d shapes	Subitise up to 5 Number bonds 0 - 10		
<b>Summer 1</b>	One more, one less Match the numeral to its cardinal value	Compare length, weight and capacity	Continue, copy and create repeating patterns	Composition of numbers 0 – 10 Compare numbers	Naming 2d and 3d shapes	Subitise up to 5 Number bonds 0 - 10	
<b>Summer 2</b>	Compare length, weight and capacity	Continue, copy and create repeating patterns	One more, one less Match the numeral to its cardinal value	Naming 2d and 3d shapes	Composition of numbers 0 – 10 Compare numbers	Subitise up to 5 Number bonds 0 - 10	Compare length, weight and capacity

### 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

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



### Continuous provision opportunities

We have carefully planned our Maths continuous provision activities and these link to our topics and texts that we study each half term. We have a focus on number, shape, pattern and measure.

	<b>Topic</b>	<b>Texts</b>	<b>Maths opportunities</b>
<b>Autumn 1</b>	Autumn Making friends	The Everywhere Bear The Gigantic Turnip	<p>Match numeral to quantity of autumn leaves</p> <p>Comparing length, weight and capacity of vegetables/soup/leaves/sticks</p> <p>3D shapes – Build a town/city</p>
<b>Autumn 2</b>	Winter Christmas	We're going on a bear hunt Christmas stories	<p>Shapes – Santa's presents</p> <p>Comparing length, weight and capacity - presents</p> <p>Making Christmas wrapping paper – Printing patterns</p> <p>Match numeral to quantity of presents/letters/snowmen etc</p>
<b>Spring 1</b>	Traditional tales Chinese New Year	Goldilocks and the three bears The three little pigs	<p>Comparing length, weight and capacity – porridge, houses</p> <p>Shapes – Building houses for the pigs</p> <p>Match numeral to quantity of dragons</p>
<b>Spring 2</b>	Planting, growth, change Easter	Jack and the beanstalk	<p>Match numeral to quantity of beans/Easter eggs</p> <p>Easter egg decorations – Printing patterns</p> <p>Comparing length, weight and capacity – beans, plants</p>
<b>Summer 1</b>	Mini-beasts	Aaaaarrgghhh Spider! The very hungry caterpillar	<p>Butterfly decorations – Printing patterns</p> <p>Match numeral to quantity of food items</p> <p>Shapes – Building mini-beats houses</p>
<b>Summer 2</b>	Pets	Our very own dog The great pet sale	<p>Match numeral to quantity of pets</p> <p>Comparing length, weight and capacity of pets and pet food</p> <p>Shapes – Building a home for a pet</p>