Mathematics Mastery

Curriculum Map: Reception (Amended for spring and summer)

Number of unplanned weeks in spring: 2 Number of unplanned weeks in summer: 2

	Unit	Key Points	Considerations
Spring	**Unit 8: Numbers within 10 (2 weeks)**	- Count up to ten objects - Represent, order and explore numbers to ten - One more or fewer, one greater or less	- *This unit could be delivered remotely with an interactive ten frame which would provide an opportunity for pupils to explore conservation of number on a ten frame. However, physical manipulatives should also be available to pupils to support understanding, such as, pencils, teddies, bottle tops etc.* - *Consider what questions or activities could be set to prompt pupils to identify and discuss different representations of number including zero.*
	Unit 9: Addition and subtraction within 10 (1 week)	- Explore addition as counting on and subtraction as taking away	- *This unit could be delivered remotely however the 'First, Then, Now' approach is a key structure used within this unit and supports later learning in both Reception and Year 1. It is important to consider how this language structure is communicated to those supporting learning at home. For remote learning, this could be as simple as narrating over a PowerPoint modelling the language structures for both parents and pupils.*
	Unit 10: Numbers within 15 (2 weeks)	- Count up to 15 objects and recognise different representations - Order and explore numbers to 15 - One more or fewer	- *This unit could be delivered remotely with an interactive ten frame which would provide an opportunity for pupils to explore conservation of number on a ten frame. However, physical manipulatives should also be available to pupils to support understanding, such as, pencils, teddies, bottle tops etc.* - *Consider what questions or activities could be set to prompt pupils to identify and discuss different representations of number including zero.*
	Unit 11: Grouping and sharing (2 weeks)	- Counting and sharing in equal groups - Grouping into fives and tens - Relationship between grouping and sharing	- *The emphasis on this unit is developing pupils early number skills through equal and unequal groups when grouping and sharing. Pupils may be able to count in fives or tens however they have only explored numbers up to 15 and so the emphasis should be on totalling the number of objects in each group rather than altogether.* - *If completing as a remote learning unit, ensure to message to parents and carers about informal opportunities of sharing and grouping which can be built upon and made use of during the normal day, such as, sharing fruit as a snack or grouping carrots together for dinner, etc.*
	Unit 12: Numbers within 20 (2 weeks)	- Count up to 10 objects - Represent, order and explore numbers to 15 - One more or fewer	- *This unit could be delivered remotely with an interactive ten frame which provides an opportunity for pupils to explore conservation of number on a ten frame. However, it's important to consider the resources pupils could use to support understanding, such as, pencils, teddies, bottle tops etc. in a practical context.* - *Consider what questions or activities could be set to prompt pupils to identify and discuss different representations of number including zero.*
	Unit 13: Doubling and halving (1 week)	- Doubling and halving - Relationship between them	- *This unit is suited to remote learning as there will be opportunities in the home suited to the Key Learning, such as, pairing of socks or gloves, halving of objects into two equal parts, etc..* - *Consider how to support pupils in seeing the relationship between doubling and halving with emphasis on the knowledge that these involve groups of equal size, building on knowledge form Unit 11.*

The Dimensions of Depth - Conceptual Understanding, Language and Communication and Mathematical Thinking - underpin all aspects of the curriculum; problem solving is at the heart and is embedded in all units.

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	Unit	Key Points	Considerations
Summer	**Unit 14: Shape and pattern (1 week)**	- Describe and sort 2-D and 3-D shapes - Recognise, complete and create patterns	- *This is a great unit suited to remote learning with plenty of opportunities for pupils to explore shapes in their own environment.* - *Consider how to communicate to parents the importance of accurate language such as vertex/vertices and the importance of using objects from home to support understanding of 3-D shapes.* - *When exploring pattern in Lesson 2 and 4, encourage parents to use things from around their home, such as, paints or chalks on paper for 2-D shapes and bottle, food packaging or boxes for 3-D shapes.*
	Unit 15: Addition and subtraction within 20 (2 weeks)	- Commutativity - Explore addition and subtraction - Compare two amounts - Relationship between doubling and halving	- *Teacher's should decide whether this unit is suited for remote learning depending on pupil's confidence and experiences of previous calculation units.* - *By this point in the year, pupils would normally be using the counting on strategy rather than counting all however both are valid strategies. Consider how to communicate the various strategies to parents so they feel confident in supporting.* - *This unit is based on the context of a train station, however, pupils may have access to their own figurines such as Lego or Playmobil, Teddies, etc. and parents should utilise any such areas incorporate the learning.*
	Unit 16: Money (1 week)	- Coin recognition and values - Combinations to total 20p - Change from 10p	- *This unit is suitable for remote learning with plenty of opportunities for pupils to explore and use money in practical situations set up during roleplay. However, consider whether pupils would have access to real coins and whether providing cut out images of coins would be beneficial.* - *Considerations around the representations being used to support understanding is required as coins are an abstract concept, for example, a 2 p coin is larger than a 5 p coin however 5 p is greater in value.*
	Unit 17: Measures (2 weeks)	- Describe capacities - Compare volumes - Compare weights - Estimate, compare and order lengths	- *This unit is well suited to remote learning as pupils can practically explore weight, capacity and volume at home. There should be a strong emphasis on reasoning using the correct vocabulary to explain and justify their comparisons as to why one pot has a great capacity than the other or which container has half the capacity of another, etc.* - *Consider short quizzes using tools such as, Google forms, to check and review understanding as the unit progresses (Oak National Academy has some that can be used).*
	Unit 18: Depth of numbers within 20 (7 activities)	- Explore numbers and strategies - Recognise and extend patterns - Apply number, shape and measures knowledge - Count forwards and backwards	- *This unit is a set of activities which could be used to support learning at home, consolidating pupil's knowledge of number through problem solving, strategy-based games.* - *Consider how you can communicate the focus for each activity to parents. This may involve sharing the Key Questions, as identified on the planning guide, with parents.*
	Unit 19: Numbers beyond 20 (1 week)	- One more one less - Estimate and count - Grouping and sharing	- *This is an important unit for the development of number: it could be taught remotely if careful consideration is given on how the use of representations and models will be demonstrated to pupils and to whether pupils have access to enough manipulatives to support understanding. Pupils could use straws, pieces of pasta, bottle tops etc.* - *Depending on how this unit is delivered, teachers should consider what questions or activities could be set to prompt pupils to identify and discuss patterns within number.*

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