**Reception Overview**

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| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Week 1 – MN W1**Perceptual Subtising (1-3) | **Week 1 – MN W6**Counting, Ordinality and Cardinality | **Week 1 – MN W11**Subitising (6)Matching numerals to quntities | **Week 1 - MN W16**Counting – Ordinality and Cardinality (10)Purpose of Counting | **Week 1 – MN W21**Cardinality, Ordinality, Counting (up to 20) | **Week 1 – MN W26**Review and AssessELG – subitising up to 5 |
| **Week 2 – MN W2**Counting / Ordinality 1:1 correspondence | **Week 2 – MN W7**Comparison by matching 1:1 | **Week 2 – MN W12**Counting – Ordinality and CardinalityRecognising and ordering numerals to 5 | **Week 2 – MN W17**ComparisonNumbers to 8 | **Week 2 – MN W22**SubitisingDice, ten frames, numbers within numbers | **Week 2 – MN R+A**ELG – compare quantities to 10 in different contexts recognising when quantities are more than, less than or equal to. |
| **Week 3 MN W3**CompositionComposing and Decomposing numbers to 3 | **Week 3 – MN W8**Composition – Wholes and parts | **Week 3 – MN W13**Composition Partitioning 5 | **Week 3 – MN W18**CompositionParts and wholes (7) | **Week 3 – MN W23**Composition8 and 9 | **Week 3 – MN R+A**ELG – Verbally count beyond 20 recognising the pattern of the counting system. |
| **Week 4 MN W4**SubitisingVisual and auditory subitising | **Week 4 – MN W9**Composition – Wholes and parts | **Week 4 – MN W14**Composition (6 and 7) | **Week 4 – MN W19**CompositionDoubling  | **Week 4 – MN W24**Composition10 | **Week 4 – MN R+A**ELG – Explore and represent patterns within 10 including odds and evens, double facts and how numbers can be distributed equally. |
| **Week 5 MN W5**ComparisonComparing 2 sets fewer / more | **Week 5 – MN W10**Counting – ordinality and cardinality Recognition of numerals to 5 | **Week 5 – MN W15**Comparison Fewer, more , equal | **Week 5 – MN W20**CompositionDoubles, odds and evens | **Week 5 – MN WK25**ComparisonMagnitude of Numbers  | **Week 5 - MN R+A**ELG – Automatic recall of number bonds up to 5 (including subtraction facts) and some bonds to 10. |
| **Week 6****Power Maths Unit 3** Shape | **Week 6****Power Maths Unit 11**Geometry – Space (properties of shape) | **Week 6****Power Maths Unit 10**MeasureLength, distance, height and weight | **Week 6****Power Maths Unit 13**Exploring simple patterns | **Week 6** **Power Maths Unit 18**MeasureVolume and Capacity | **Week 6 – MN R+A**ELG – have a deep understanding of numbers to 10 including composition of numbers |

Objective Covered in Each Term

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| **Autumn** | **Spring** | **Summer** |
| * Identify when a set can be subitised and when counting is needed.
* Subitise different arrangements - both structured and non-structured.
* Make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills.
* Spot smaller numbers ‘hiding’ within 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 only and in any order; the need for 1:1 correspondence; understand 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 that have parts.
* To describe 2D and 3D shapes and their properties.
* To understand positional and directional language in practical contexts.
 | * Continue to develop their subitising skills for numbers within and beyond 5 and increasingly connect numerals to quantities.
* Begin to identify missing parts for numbers within 5.
* Explore the structures 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 2 equal groups can be called a double and connect this to finger patterns.
* Order numbers and play track games.
* Join in verbal counting beyond 20 hearing the repeated pattern within the counting numbers.
* Continue, copy and create repeating patterns.
* Compare length, weight and capacity.
 | * 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’ within 10.
* Continue to identify when sets can be subitised and when counting is necessary.
* Develop conceptual subitising skills including when using a rekenrek.
* Investigate volume, understand when a container is full and compare volume.
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**Early Learning Goals – Maths**

**Number**

* Have a deep understanding of numbers 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 up to 5 (including subtraction facts) and some number bond to 10, including doubles.

**Numerical Patterns**

* 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 equal to 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.