Reception

Resources:
https://www.ncetm.org.uk/in-the-classroom/early-years/
https://whiteroseeducation.com/account/resources q

	Autumn	Spring	Summer
Mastering Number – taught through Mastering Number Scheme	- 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	- 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	- 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

Numerical Patterns	Pattern - Continuing an ABC pattern - Continuing a pattern which ends mid-unit Shape - Describing properties of shape - Talk about 2D &3D shapes –informal and mathematical language Measure - Comparing amounts of continuous quantities (size, length, weight and capacity) Position/Space - Describe a familiar route	Pattern - Make their own ABB, ABBC patterns - Spotting an error in an ABB pattern Shape - Developing an awareness of relationships between shapes Measure - Showing awareness of comparison in estimating and predicting (measure) Money - Use the language of money Position/Space - Discuss routes and locations, using words like	Pattern - Symbolising the unit structure - Generalising structures to another context or mode Shape Select, rotate and manipulate shapes Measure - Comparing indirectly (ordering) – measure - Beginning to use time to sequence events	Pattern - Making a pattern which repeats around a circle - Making a pattern around a border with a fixed number of spaces Shape - Compose and decompose shapes, recognising a shape can have other shapes within it Measure - Compare length, weight, height and capacity - Beginning to experience specific time durations	Pattern - Begin to explore patterns within numbers - Explore and represent patterns within numbers up to 10 -Odds and evens, doubling(FL G) Measure - Recognising the relationship between the size and number of units Position/Space - Use language of direction, such as 'forwards', 'backwards, 'turn'	Pattern - Confidently explore patterns within numbers – Making a pattern around a border with a fixed number of spaces Measure - Beginning to use units to compare things Money - In play, begin to solve problems involving 1p coins e.g. the ball is 2pand the bat is 3p, so I need 5 p altogether