

Reception Mathematics Curriculum Overview



Autumn	
2/3 weeks Initial baseline assessment Subitising (including equivalence, more and less) Subitising numbers up to 5; recognising the amount without counting. Recognising numbers to 5 and linking names to their value Counting skills (stable order and one to one correspondence) Counting reliably, using number names in order and one to one correspondence Comparison – measures Comparing objects by length, thickness and weight/mass, using appropriate language to describe and order them Pattern recognition Noticing, describing and extending patterns, including thinking about what part is the repeating unit	Classification Classifying (grouping) objects using given criteria and their own ideas and comparing the groups after classification Counting the sort (including cardinality) Counting a set of items accurately, saying how many are in the set and comparing this to the amount in other sets Using counting to compare Using counting to compare and finding a precise numerical difference in sets of objects in varied contexts
Spring	
Spatial thinking Developing spatial thinking and spatial language linked to position and direction, in movements and using symbols Magnitude – ordering and estimating Knowing the position of numbers 0-10 and the relationship to other numbers, such as 0, 5 or 10 Regrouping the whole Developing a deeper understanding that numbers are made up of other numbers and beginning to rehearse number bonds Regrouping parts to find the total (the whole) Combining parts to make a whole and using the part, whole model to develop an understanding of addition	Finding the whole and missing parts Explores what to do when something is missing; initially the whole but moving on to working out a missing part. Different types of problems will be used to teach different strategies. In addition: 2D/ 3D shape- Uses informal language and analogies as well as mathematical terms to describe shapes. Select, rotate and manipulate shapes to develop spatial reasoning skills Compose and decompose shapes so that children recognise a shape can have other shapes within, just as numbers can
Summer	
Ten and some more Understanding values to 20 (focusing on the numbers 10 – 20) by creating the unit of 10, for comparison and finding one more and one less than a number Doubling and halving	Counting beyond 20 Counting beyond 20, recognising the pattern of the counting system, exploring the value of tens and ones in numbers In addition:

Reception

Mathematics Curriculum Overview



Exploring doubling and halving, including solving problems involving doubling and halving Odd and even Understanding that numbers are either odd or even, looking at their 'composition' and whether they share fairly into two groups	Compare capacity
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