

Curriculum Overview- Mathematics- Year Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
M-Number	<ul style="list-style-type: none"> • May enjoy counting verbally as far as they can go • Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5. • Uses some number names and number language within play, and may show fascination with large numbers • Begin to recognise numerals 0 to 10 • Shows an interest in numbers during role play. 	<ul style="list-style-type: none"> • May enjoy counting verbally as far as they can go • Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5. • Uses some number names and number language within play, and may show fascination with large numbers • Begin to recognise numerals 0 to 10 • Subitises one, two and three objects (without counting) • Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle) • Links numerals with amounts up to 5 and maybe beyond • Explores using a range of their own marks and signs to which they ascribe mathematical meanings 	<ul style="list-style-type: none"> • Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers • Beginning to use understanding of number to solve practical problems in play and meaningful activities • Beginning to recognise that each counting number is one more than the one before • Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same 	<ul style="list-style-type: none"> • Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0 • Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three • In practical activities, adds one and subtracts one with numbers to 10 • Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and “+” or “-” 	<ul style="list-style-type: none"> • 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 up to 5 (including subtraction facts) and some number bonds to 10, including double facts. 	<ul style="list-style-type: none"> • 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 up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
M-Number Patterns	<ul style="list-style-type: none"> • Is increasingly able to order and sequence events using everyday language related to time • Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next 	<ul style="list-style-type: none"> • Creates their own spatial patterns showing some organisation or regularity • Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC) • I can use natural materials to make a pattern. 	<ul style="list-style-type: none"> • Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy • Becomes familiar with measuring tools in everyday experiences and play 	<ul style="list-style-type: none"> • In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items • Recalls a sequence of events in everyday life and stories 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
Topic Names	My community and Autumn in my local area.	People who help us and different celebrations such as birthdays, weddings and religious festivals. changes in the weather.	Winter and adventures in space.	The great outside and Spring begins!	We're going on a bug hunt!	Journeys to different places.
Celebrations and experiences	Halloween	Diwali Bonfire night	Valentines day Lunar new year	World book day Mothers day	Ramadhan Eid	Fathers day Sports day

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		Children in need Remembrance day Christmas		Pancake day Easter		Transition day
Curriculum Enrichment / Trips	Shopping list to buy ingredients to make bread.	Burglar bill stealing equipment from our classroom.	Building snowmen	Design a picnic box- healthy eating and make food	Teddy bear's picnic and bug hunting in the school grounds.	Farm visit
Core story	The little red hen	Burglar Bill	Whatever next?	The Enormous turnip	Norman the slug with the silly shell.	The Three little billy goats gruff.
Writing assessment	Shopping list	Wanted poster	List of things to take to space	Describe a plant	Where will Norman go next?	Letter to the troll
Curricular Milestones Number	<u>Milestone 1</u> I can join in singing number songs every day.	<u>Milestone 2</u> I can dial numbers from the phone book in the home corner.	<u>Milestone 3</u> I can count a specific amount of items to take on my space journey.	<u>Milestone 4</u> I can play tenpin bowling with a friend and record my scores using chalk.	<u>Milestone 5</u> I can put the correct number of dots on a minibeast to show an amount.	<u>Milestone 6</u> I can sing the number bond rhymes from Number blocks.
Curricular Milestones Numerical patterns	<u>Milestone 1</u> I can make repeating patterns using my body and resources around the classroom.	<u>Milestone 2</u> I can make a repeating pattern using natural materials.	<u>Milestone 3</u> Can we make our bags light as possible to take to the moon? We will solve problems involving weight and capacity.	<u>Milestone 4</u> I will share food equally during my healthy picnic.	<u>Milestone 5</u> I can order worms and use the correct vocabulary to describe the length.	<u>Milestone 6</u> I can use a mirror to identify doubling facts.
Hooks for learning	The Little Red Hen sends us different types of bread to try because we sent a letter to the animals about how they should have helped the Hen.	Burglar Bill enters the classroom and steals our pens. We look at the CCTC and write to the police. We draw Wanted Posters and write letters to BB on how we make right choices.	Ollie the alien crash lands in our Reception playground. He lives on the grounds whilst we design and make rockets for him. He becomes lonely and sparks our interest in writing passports. He thanks us by setting up a space day on our school grounds. We make alien gloop, make fire, paint rockets, make moon rocks, mentos experiment and many other space activities.	Roger the rabbit steals our tiny carrots that we were excited to eat. Roger leaves us a letter and a trial of rabbit poo! We write a letter to Roger explaining where carrots grow and how he can look after them. We are growing experts!	Norman the silly slug thanks us by giving us caterpillars to grow in our classrooms.	Reception children try to save the Billy Goats by designing and creating bridges in different forms. The troll enters our classrooms and destroys them. The goats thank us by sending us to have a fun day and a farm.
vocabulary	Count/subitise/order/ordinal/compare/forwards/backwards/numerals/digit/one more/one less/equal to/more than/less than (fewer)/add/plus/altogether/take away/minus/number bonds/part/whole/digit/double/half/twice as many/equal/unequal/share/group/odd/even measure/wider/narrower/compare/Inest/shortest/length/height/weight/capacity/heavy than/biggest/fully/empty/less than/half full/time/quicker/slower/after/first/next/today/yesterday/tomorrow/afternoon/morning/evening/day/week/hour/minute2D shapes/rectangle/square/3d shapes/straight/curved/flap./straight/cuboids/triangle/circle/over/under/between/around/through/on/into/next to/into/behind/beneath/repeat/patterns/on top of					
Aspire and British values	Individual Liberty- Learn the characters for the Aspire values. Democracy- Choose which book the adult should read at the end	Democracy- Turn taking when it is 'me then you' during phonics sessions.	Democracy and Mutual respect- sow seeds outdoors. Mutual Respect-	Democracy- Vote for our ladyroyd Hero. Democracy and Mutual respect- Water the plants in the	Democracy- Vote for our ladyroyd Hero.	Democracy- Vote for our ladyroyd Hero.

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	of the day using self-choosing options (name cards/mini-mes) Democracy- Discussion about who is in our community linked to LRH. Democracy- Turn taking during rhythm and rhyme songs and discussions. The rule of law- Children use NELI poster- sit still, listen, look and be quiet. Democracy- Vote for our ladyroyd Hero.	Individual liberty- Talking about how the characters feel in the story BB. Mutual respect- Talking about Christmas, Diwali ,Bonfire night ,Children in need and Remembrance day. The Rule of Law- BB entering the classroom (see hook for learning) Democracy- Vote for our ladyroyd Hero.	Democracy- Vote for our ladyroyd Hero. The rule of law- What does an Astronaut do?	classroom and sow seeds outdoors. Democracy- Vote for our favourite plant.		
Personal Development Plan	10. Bake food and eat it. 15. Fasten my coat. 16. Make a friend. 6. Experience another language. 13. Learn a song.	2. Go to forest school. 8. Go to the library. 18. Dress up for role play.	14. Write my name. 19. Know where you live. 20. Build and play with different materials.	12. Watch a plant grow. 9. Have a picnic.	5. Work or play with children in other year groups.	3. Take part in sports day. 17. Visit a farm.
Coverage	Matching, sorting and comparing Comparing amounts Comparing size, mass and capacity Exploring simple patterns	Representing 1,2,3,4,5 comparing 1,2,3,4,5 composition 1,2,3,4,5 Formation 1,2,3,4,5 One moree/less Positional language Shapes Time	Introducing 0 Comparison of numbers up to 5 Composition of 5 Comparising mass and capacity Pairs Representing 6,7,8 comparing 6,7,8 composition 6,7,8 Formation 6,7,8	Numbers 7,8,9 Revisit pairs Combining groups Number bonds 3d shapes AB patterns	Numbers to 10 an dbeyond- subiitising, counting, sorting, matching, cmparsing and ordering Composition of numbers to 10 and beyond Spatial reasoning 3d shapes Match, rotate, and manipulate Pattern- ABC, ABB, BBA	Adding more Taking away Number bonds Shape- spatial reasoning Revisit doubles Revisit sharing and grouping Even/odd Develop patterns and relationships
Mathematics	Wk 2 Counting to 5 and then 10. Number rhymes. Counting objects. Representing numbers on fingers Wk 3 Counting forwards and backwards to 10. Counting objects, sounds, actions searching for numbers in the environment Wk 4 (WRM) Just like me Sorting WK 5 Compare amounts Wk 6 Compare size, mass and capacity Wk 7 Exploring pattern	Wk1 Comparing 1,2 and 3, 1 more and 1 less to and from 3 Wk 2 circles and triangles, positional language Wk 3 Representing 4 and 5, composition of 4 and 5 Wk 4 Composition of 4 and 5, 1 more, 1 less WK 5 1 more, 1 less, rectangles and squares Wk 6 Problem solving – recapping the skills learnt this term Wk 7 Christmas Maths – Patterns	Wk1 Introducing 0, comparing numbers to 5 Wk 2 comparing numbers to 5 and composition of 4 and 5. Wk 3 comparing mass and capacity. Wk 4 6, 7 and 8. WK 5 Combing 2 amounts. Wk 6 Making pairs. Wk 7 Length, height and time.	Wk1 Counting backwards from 10, making 10 Wk 2 comparing numbers to 5 and composition of 4 and 5. Wk 3 consolidation Wk 4 consolidation WK 5 consolidation Wk 6 Numbers to 20 Wk 7 Numbers to 20	Wk1 Positional language and matching models Wk 2 Addition Wk 3 Taking away Wk 4 Shape and pattern WK5 Doubling	
Ongoing Mathematics skill development	<ul style="list-style-type: none"> • Link the number symbol with its cardinal number value • Count beyond ten • Compare numbers 					

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throughout the year	<ul style="list-style-type: none"> • Understand one more/one less than relationship • Compare length, weight and capacity • Select, rotate, and manipulate shapes to develop spatial reasoning skills. • Compose and decompose 					
Sustain and Shared thinking	<p>We promote a language rich through good quality interactions.</p> <p>Share good practice, weekly, with the team on a chosen aspect of Sustain and Shared thinking.</p>	We promote a language rich through good quality interactions.	We promote a language rich through good quality interactions.	We promote a language rich through good quality interactions.	We promote a language rich through good quality interactions.	We promote a language rich through good quality interactions.
Enabling environment	<p>Children have many opportunities to count throughout the day such as lining up time.</p> <p>Children use the visual timetable to talk about order of events</p> <p>Daily day of the weeks song</p> <p>Maths challenges in provision</p> <p>Interactions with staff ensure maths skills and knowledge is being questioned.</p> <p>Pattern making using natural materials.</p> <p>Block making for shape awareness.</p> <p>Skittles for bowling.</p> <p>Counting songs.</p> <p>Count objects, actions and sounds.</p>					
The Reception Year provides the foundation for many skills the children will build upon in Year one.	<p>Number - Place Value (within 10)</p> <p>Number - Addition / Subtraction (within 10)</p> <p>Geometry - Shape</p> <p>Number - Place Value (within 20)</p> <p>Number - Addition / Subtraction (within 20)</p> <p>Number - Place Value (within 50)</p> <p>Measurement - Length & Height</p> <p>Measurement - Weight & Volume</p> <p>Number - Multiplication / Division</p> <p>Number - Fractions</p> <p>Geometry - Position & Direction</p> <p>Number - Place Value (within 100)</p> <p>Measurement - Money</p> <p>Measurement - Time</p>					

STATUTORY EDUCATIONAL PROGRAMME: Developing a strong grounding is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding. Such as using manipulatives, including small pebbles and tens frames for organising counting. Children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built.