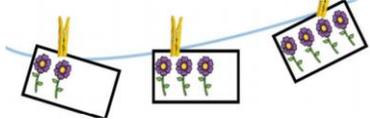
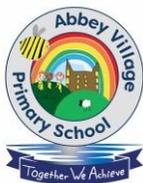
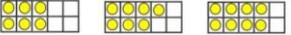


Mathematics Reception Autumn Term overview

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12			
<p>Getting to know you</p> <p>Take this time to get to know every child. Allow children time to become familiar with the setting and routines. Children begin to explore maths in many areas of the indoor and outdoor environments.</p>			<p>Just Like me!</p> <p>Children start to look closely and shapes and patterns. They match the same and sort objects same or different.</p>  <p>They begin to answer questions about their maths. How do you know it is the same? Can you tell me what is different?</p> <p>Children learn that collections of objects can be sorted based on attributes such as colour, size and shape.</p>  <p>Children are encouraged to come up with their own criteria for sorting objects.</p> <p>They begin to make rules for how they will sort objects and they begin to count amounts in their sorting.</p>			<p>It's me 1 2 3</p> <p>Children identify many representations of 1, 2, and 3. They subitise or count to find out how many.</p>  <p>Children begin to understand that as we count each number is one more and as we count back each number is one less than the previous number. Children begin to understand that all numbers are made up of smaller numbers and they begin to explore the different compositions of numbers, for example 3 can be composed of 1 and 1 and 1 or 1 and 2 or 2 and 1.</p>  <p>Children recognise that circles have 1 curved side and triangles have 3 straight sides. They begin to recognise shapes in every day items around the classroom and outside.</p>			<p>Light and dark</p> <p>Children count on and back to four or five. They subitise and make collections of four or five amounts. They match numerals to quantities and talk about more or fewer amounts. They begin to match numerals to amounts.</p>  <p>Children start to use frames to count and begin to predict the quantity.</p> <p>Children learn that squares and rectangles have four straight sides and four corners. They see the shapes in different sizes and different orientations.</p>  <p>Children talk about night and day and they order key events in their daily routine. They use language to describe time morning, afternoon, day, night, today, tomorrow.</p>					



Mathematics Reception Spring term overview

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<p>Alive in 5</p> <p>Children understand zero as a place holder. They continue to learn about more than fewer and the same when comparing quantities. Children continue to learn that all numbers are made up of smaller numbers. They explore the different compositions of 4 and 5. They are encouraged to subitise and explore numbers made up of 2 parts and more than 2 parts. Children explore mass and make comparisons heavier, lighter. They are encouraged to use the language of heavy, heavier than, heaviest and lighter, lighter than, lightest. Children explore capacity and build on their understanding of full and empty by exploring half full, nearly full and nearly empty.</p>			<p>Growing 6, 7, 8</p> <p>Apply the counting principle to 6, 7, and 8. Count forwards and back. Continue to represent amount in different ways. Count out 6, 7, or 8 from a larger set and know when to stop. Understand that the last number said is the amount. Children begin to conceptually subitise – ‘I know it is 8 because I can see 4 spots and 4 spots.’ Children match and make pairs, they count pairs. Children start to use 10 frames to represent 6, 7, 8 and compare the 5 wise and the pair wise representations.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>5-wise patterns</p> </div> <div style="text-align: center;">  <p>Pair-wise patterns</p> </div> </div> <p>Children make jottings to record their maths when problem solving. Children use addition to make amounts and subtraction for take away stories. They use part whole models to help represent their maths.</p>			<p>Building 9 and 10</p> <p>Apply the counting principle to 9 and 10. Count forwards and back. Continue to represent amount in different ways. Count out 9 and 10 from a larger set and know when to stop. They continue to subitise and work out how many. They compare and order amounts (up to 3 amounts). Children explore number bonds to 10 with real objects.</p> <div style="display: flex; justify-content: space-around; align-items: center;">     </div> <p>They understand that 10 fill a ten frame. ‘I know there are 9 because there is 1 space left.’</p> <p>Children explore 2D and 3D shapes and identify the shapes found on the faces of 3D shapes. They explore pattern using shapes, letters and numbers.</p>			<p>consolidation</p>		

Mathematics Reception Summer term overview

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<p>To 20 and beyond</p> <p>Continue to subitise, count forwards and backwards. Children understand that teen numbers are made up of 1 whole ten and a bit. They make amounts with physical resources and see how numbers grow.</p> <p>They say the number that comes before or after a number and place sequences of numbers in order. They start to count to 100 and explore what 100 objects looks like in different contexts. They make amounts of 100 by grouping in 10s and understand 100 as 10 lots of 10. Children continue to explore shape and pattern in many ways.</p>			<p>First, Then, Now</p> <p>Children explore addition and subtraction stories using real objects. They understand addition as combining groups and the total will be more. They understand subtraction as removing objects from a group and the total will be less.</p> <p>Children reason and problem solve with quantities and amounts. Children explore spatial reasoning by exploring how to make new shapes by combining shapes. They make squares use Cuisenaire rods.</p>			<p>Find My Pattern</p> <p>Consolidate subitising, counting and sorting, ordering amounts, and the composition of numbers. Children explore doubles in many contexts and sharing.</p> <p>They explore even and odd patterns</p> <p>Children explore spatial reasoning by exploring how to replicate models and they use positional language to describe models and their parts.</p>			<p>On the Move</p> <p>Children are deepening their understanding. They engage in extended problem solving and develop their critical thinking skills. Children continue to explore pattern and repeating patterns. Children begin to use maps to develop their spatial awareness further. They use maps to build obstacle courses and mazes.</p> <p>They consolidate their deep understanding of the numbers to 10 and relate this to numbers to 20 and beyond.</p>		