## Reception Maths Learning Journey Believe, Achieve, Succeed. **Counting** Capacity beyond 20 empty, full, and **Automatic** half empty, comparing recall of nearly numbers to number full/empty To Year 1 10 Summer bonds to 5 **Patterns Subitising on Understanding** a rekenrek within of numbers to numbers to 10 10 Measuring, Counting, long/short, cardinality tall/short and **Composition** ordinality of 5 on a 10 counting Composition frame Comparison Subitising larger of 10 on a 10 of numbers doubles on a groups of frame or to 10 on a 10 frames objects double dice Summer numberline frame **Composition** Time – order, of 7 into 2 Subitising -**Subitising** sequence parts odd and doubles important even events in the **Comparison by** numbers day subitising 00 arrangements Comparison to 8 to 10 Counting, more than, **Spring** cardinality fewer than Composition and and equal 2d revisit 2 to 7 and 3d ordinality number representing shapes order numbers, 1 in different more/1less ways relationship **Composition** to 5 -**Subitising to** Weight, partitioning heavy, light, Counting, **Spring 1** Counting, heavier, cardinality cardinality lighter than and and ordinality ordinality to sequence 10 and match to Composition numerals to 5 identify Comparison missing to 5, more, parts of 5 Counting, **Autumn** fewer, and cardinality **Composition** equal 2d shape 2 and to 3 - whole ordinality to and parts 5 then 10 **Comparison to** 4, more and Counting, fewer **Autumn** cardinality and ordinality to 5 **Subitising to Subitising to Composition of** 3 and 4 學學





## **Mastering Number**

## Reception Overview

Term 1	Term 2		Term 3
Pupils will build on previous experiences number from their home and nursery environments, and further develop their and counting skills. They will explore the composition of numbers within 5. They will to compare sets of objects and use the lof comparison.	and counting skills a of numbers within a begin to identify who will begin unequal and connec	to develop their subitising and explore the composition nd beyond 5. They will en two sets are equal or ct two equal groups to egin to connect quantities to	Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.  Pupils will:
Pupils will:  Identify when a set can be subited when counting is needed  subitise different arrangements, unstructured and structured, including the Hungarian number fra  make different arrangements of within 5 and talk about what they see, to develop their conceptual subitising skills  spot smaller numbers 'hiding' including numbers	skills for numerals  both luding me  begin to ide numbers wi numbers y can  explore the and 7 as '5 to finger pain number frances side  focus on equal	structure of the numbers 6 and a bit' and connect this tterns and the Hungarian	<ul> <li>continue to develop their counting skills, counting larger sets as well as counting actions and sounds</li> <li>explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame</li> <li>compare quantities and numbers, including sets of objects which have different attributes</li> <li>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</li> </ul>
<ul> <li>connect quantities and numbers patterns and explore different w representing numbers on their fit</li> <li>hear and join in with the countin sequence, and connect this to the</li> </ul>	ays of be called a finger patte  g sort odd an	d even numbers according	<ul> <li>begin to generalise about 'one more than' and 'one less than' numbers within 10</li> <li>continue to identify when sets can be subitised and when counting is</li> </ul>

number develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to

'staircase' pattern of the counting

numbers, seeing that each number is

made of one more than the previous

- 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

- 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

- subitised and when counting is necessary
- develop conceptual subitising skills including when using a rekenrek