RECEPTION MATHS OVERVIEW

Autumn	**Number & Numerical Pattern** ● Perceptually subitise up to 5 (and begin conceptually subitising) ● Verbally recite 0-10 and begin 10-0 ● 1:1 counting of objects beyond 5 ● Know the final number said is the total (cardinality) ● Know that numbers to 5 are made of smaller numbers - separating and recombining numbers to see total is still the same (composition) ● Begin to recognise numerals to 10	**SSM** **Shape** ● Explore and talk about 2D/3D shapes using mathematical and informal language ● Explore partitioning and combining shapes (2D and 3D) ● Make models of increasing complexity (selecting blocks needed, solving problems and visualising what they will build)
Spring	**Number & Numerical Pattern** ● Show finger quantities to 10 ● Count 1:1 to 10, understanding cardinal principle ● Begin to compare numbers to 10 and quantities to 10 using language of 'more than' 'less than' 'same' ● Understand the 1 more than and 1 less than relationship between numbers ● Learn that numbers within 10 are made of smaller parts (5 and a bit) ● Explore number bonds to 5 without reference to rhymes (composition) ● Conceptually subitise slightly larger quantities, using knowledge of composition of numbers ● Begin to explore doubles, odds and evens and patterns within the number system	**SSM** **Measures** ● Make predictions about and compare length and height ● Explore and talk about weight/ capacity ● Become familiar with different measuring tools ● Develop skill of sequencing events using language 'first', 'then' etc ● Experience measuring time with timers and calendars etc
Summer	**Number & Numerical Pattern** ● Count 1:1 beyond 10, understanding cardinal principle ● Verbally recite to 20 & beyond 20, recognising patterns within the number system ● Understand composition of 10 and recall some number bonds to 10 ● Compare and Order numbers 0-10 ● Consolidate doubles, odds and evens and patterns within the number system ● Automatically recall number bonds to 5	**SSM** **Spatial Awareness - Orientation** ● Use and understand spatial language including following and giving directions ● Describe what they might see from different viewpoints ● Create maps to represent spatial movements **Pattern** ● Choose familiar objects to create and recreate patterns (AB, ABC, ABB, AABB…) ● Begin to identify the unit of repeat themselves ● Notice and correct an error in a repeating pattern
	NCETM Progression Documents NUMBER ● Counting & Cardinality ● Comparison ● Composition	**NCETM Progression Documents SSM** ● Measures ● Pattern ● Shape & Space

Hyperlinks to useful resource locations (sign up to Learning Trajectory website for free access)

Please note: the content should be revised from the previous term as well as the new learning from the current term, especially if children have not mastered those skills