Reception Maths Curriculum

In Reception, we use Mastering Number alongside White Rose resources.

The mastering number programme covers all ELG statements for Number and Numerical Patterns however we recognise the importance of children developing their spatial reasoning skills across all areas of mathematics including shape, space and measures. We therefore use resources from White Rose to supplement our maths offer to all Reception pupils.

Mastering Number

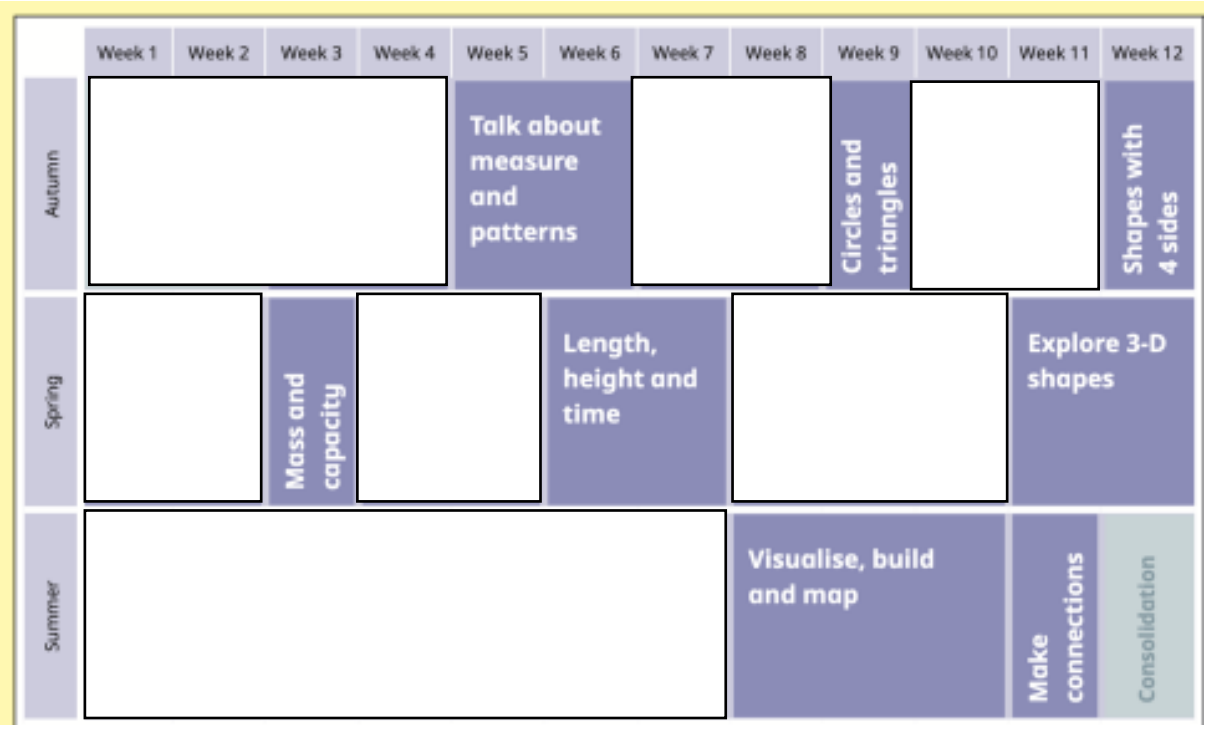
Mastering Number Weekly Overview

Reception

Week	Strand	Content
1	Subitising	Perceptual subitising to 3
2	Counting	Counting sequence; 1:1 correspondence, cardinality
3	Composition	Composition of 3 and 4; all numbers can be made of ones
4	Subitising	Subitising to 4; perceptual and conceptual; making 4
5	Comparison	Focus on language and thinking about attributes
6	Cardinality and counting	Focus on counting to 5 and the key representation of '5 fingers on one hand', and the die-five pattern
7	Comparison	Comparison by matching, including when groups are equal
8	Composition	Focus on the concept of a 'whole'
9	Composition	Focus on the composition of 5
10	Cardinality and counting	Counting beyond 5
11	Subitising	Connect subitised quantities to numerals
12	Ordinality	Order numbers to 5 Focus on each number being 1 more than the previous number
13	Composition	Focus on the composition of 5 and identify missing parts
14	Composition	Introduce the '5 and a bit' structure using fingers and die frames as key representations
15	Comparison	Focus on equal and unequal groups
16	Counting	Connect the counting sequence to ordinality. Connect ordinality and cardinality through the use of the 'staircase' pattern and explore '1 more' and '1 less'
21	Counting, cardinality and ordinality	Count larger amounts and focus on strategies for counting
22	Subitising	Focus on structured arrangements including the 10-frame
23	Composition	Focus on representations of numbers using fingers and 10-frames
24	Composition	Focus on doubles using different representations
25	Comparison	Focus on ordinality: comparing numbers
26	Subitising and the rekenrek	'Seeing' small quantities and numbers within larger quantities Introduction to the rekenrek Link familiar representations such as numbers of fingers to representations on the rekenrek
27	Counting	Strategies for counting Recognise the pattern of the counting system when beginning to count beyond 20
28	Comparison	Compare groups of objects that are of different sizes/colours/attributes Develop a sense of magnitude e.g., knowing that 8 is a lot more than 2, but that 4 is only a little bit more than 2
29	Pattern in number	Investigate 'parts' and 'wholes' Explore the composition of numbers to 10 Investigate equivalence, doubles and making odd and even numbers
30	Deep understanding of numbers to 10	Continue to practically explore the composition of numbers to 10 Investigate 5 as a key 'anchor' in the number system Begin to generalise about 1 more/1 less within 10
31	Recall of number facts	Recall the 'numbers within' 3, 4, 5 and 10 Recall double facts, up to '5 and 5 make 10' Recall missing parts within 5

Delivered for 4 10-15 minute sessions weekly to the whole class using resources from NCETM. Activities are also replicated in the provision for children to consolidate their learning.

White Rose



Delivered through maths meetings and continuous provision activities.