Maths Curriculum – Reception

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics/units Covered	**Early mathematical experiences, pattern and early number and numbers within 6.**	**Addition and subtraction within 6, measures, shape and sorting and calendar and time.**	**Numbers within 10, addition and subtraction within 10 and numbers within 15.**	**Grouping and sharing, numbers within 20 and doubling and halving.**	**Shape and pattern, addition and subtraction within 20 and money.**	**Measure, depth of numbers within 20 and numbers beyond 20.**
Ongoing	Continued practise of counting with one-to-one correspondence, secure recognition of numbers up to 20 and secure number formation of numbers up to 20.	Continued practise of counting with one-to-one correspondence, secure recognition of numbers up to 20 and secure number formation of numbers up to 20.	Continued practise of counting with one-to-one correspondence, secure recognition of numbers up to 20 and secure number formation of numbers up to 20.	Continued practise of counting with one-to-one correspondence, secure recognition of numbers up to 20 and secure number formation of numbers up to 20.	Continued practise of counting with one-to-one correspondence, secure recognition of numbers up to 20 and secure number formation of numbers up to 20.	Continued practise of counting with one-to-one correspondence, secure recognition of numbers up to 20 and secure number formation of numbers up to 20.
Month bandings and ELG: Number Shape, Space and Measure.	**1.** M-22-36 Band Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'. **2.** M-22-36 Band Recites some number names in sequence. **3.** M-22-36 Band Creates and experiments with symbols and marks representing ideas of number. **4.** M-30-50 Recites	**1.** M-22-36 Band Recites some number names in sequence. **2.** M-22-36 Band Begins to make comparisons between quantities. **3.** M-30-50 Uses some number names accurately in play. **4.** M-30-50 Recites numbers in order to 10. **5.** M-30-50 Knows that numbers identify how many objects are in a set.	**1.** M-30-50 Recites numbers in order to 10. **2.** M-30-50 Knows that numbers identify how many objects are in a set. **3.** M-30-50 Beginning to represent numbers using fingers, marks on paper or pictures. **4.** M-30-50 Compares two groups of objects, saying when they have the same number.	**1.** M-22-36 Band Begins to make comparisons between quantities. **2.** M-22-36 Band Uses some language of quantities, such as 'more' and 'a lot'. **3.** M-22-36 Band Knows that a group of things changes in quantity when something is added or taken away. **4.** M-30-50 Knows that numbers identify how many objects are in a set. **5.** M-30-50 Shows	**1.** M-30-50 Shows an interest in number problems. **2.** M-40-60 Finds the total number of items in two groups by counting all of them. **3.** M-40-60 Finds one more or one less from a group of up to five objects, then ten objects. **4.** [ELG] M-40-60 Children count reliably with numbers from one to 20, place them in order and say which	**1.** M-40-60 Recognise some numerals of personal significance. **2.** M-40-60 Recognises numerals 1 to 5. **3.** M-40-60 Counts actions or objects which cannot be moved. **4.** M-40-60 Counts objects to 10, and beginning to count beyond 10. **5.** M-40-60 Counts an irregular arrangement of up

	numbers in order to 10. **5.** M-30-50 Sometimes matches numeral and quantity correctly. **6.** M-40-60 Estimates how many objects they can see and checks by counting them. **7.** M-40-60 Says the number that is one more than a given number. **8.** M-40-60 Uses familiar objects and common shapes to create and recreate patterns and build models. **9.** [ELG] M-40-60 Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language	**6.** M-30-50 Sometimes matches numeral and quantity correctly. **7.** M-30-50 Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. **8.** M-40-60 Recognises numerals 1 to 5. **9.** M-40-60 Counts up to three or four objects by saying one number name for each item. **10.** M-40-60 Estimates how many objects they can see and checks by counting them. **11.** M-40-60 Finds the total number of items in two groups by counting all of them. **12.** M-40-60 Finds one more or one less from a group of up to five objects, then ten objects. **13.** M-40-60 In practical activities and discussion, beginning to use the vocabulary involved in adding	**5.** M-30-50 Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. **6.** M-30-50 Shows an interest in representing numbers. **7.** M-40-60 Recognises numerals 1 to 5. **8.** M-40-60 Counts objects to 10, and beginning to count beyond 10. **9.** M-40-60 Estimates how many objects they can see and checks by counting them. **10.** M-40-60 Uses the language of 'more' and 'fewer' to compare two sets of objects. **11.** M-40-60 Finds the total number of items in two groups by counting all of them. **12.** M-40-60 Finds one more or one less from a group of up to five objects, then ten objects. **13.** M-40-60 In practical activities	curiosity about numbers by offering comments or asking questions. **6.** M-30-50 Compares two groups of objects, saying when they have the same number. **7.** M-30-50 Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. **8.** M-40-60 Counts objects to 10, and beginning to count beyond 10. **9.** M-40-60 Uses the language of 'more' and 'fewer' to compare two sets of objects. **10.** M-40-60 In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. **11.** M-40-60 Begins to identify own mathematical problems based on own interests and fascinations.	number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing. **5.** M-22-36 Band Beginning to categorise objects according to properties such as shape or size. **6.** M-30-50 Shows an interest in shape and space by playing with shapes or making arrangements with objects. **7.** M-30-50 Shows awareness of similarities of shapes in the environment. **8.** M-30-50 Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. **9.** M-30-50 Shows	to ten objects. **6.** M-40-60 Estimates how many objects they can see and checks by counting them. **7.** M-40-60 Uses the language of 'more' and 'fewer' to compare two sets of objects. **8.** M-40-60 Finds the total number of items in two groups by counting all of them. **9.** M-40-60 Finds one more or one less from a group of up to five objects, then ten objects. **10.** M-40-60 In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. **11.** M-40-60 Records, using marks that they can interpret and explain. **12.** M-40-60 Begins to identify own mathematical problems based on own interests and fascinations. **13.** [ELG] M-40-60 Children count

		and subtracting. **14.** [ELG] M-40-60 Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing. **15.** M-30-50 Shows an interest in shape and space by playing with shapes or making arrangements with objects. **16.** M-30-50 Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. **17.** M-40-60 Uses everyday language related to time. **18.** [ELG] M-40-60 Children use everyday language to talk about size,	and discussion, beginning to use the vocabulary involved in adding and subtracting. **14.** M-40-60 Records, using marks that they can interpret and explain. **15.** [ELG] M-40-60 Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.	**12.** [ELG] M-40-60 Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.	interest in shapes in the environment. **10.** M-30-50 Uses shapes appropriately for tasks. **11.** M-30-50 Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. **12.** M-40-60 Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. **13.** M-40-60 Selects a particular named shape. **14.** M-40-60 Beginning to use everyday language related to money. **15.** [ELG] M-40-60 Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of	reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing. **14.** M-22-36 Band Begins to use the language of size. **15.** M-30-50 Uses positional language. **16.** M-40-60 Can describe their relative position such as 'behind' or 'next to'. **17.** M-40-60 Orders two or three items by length or height. **18.** M-40-60 Orders two items by weight or capacity. **19.** [ELG] M-40-60 Children use everyday language to talk about size, weight, capacity, position, distance,

		weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.			everyday objects and shapes and use mathematical language to describe them.	time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.
Maths mastery Unit numbers	1,2, and 3.	4,5, 6 and 7.	8, 9 and 10.	11,12 and 13.	14, 15 and 16.	17, 18 and 19.
Maths mastery Units	Match equal sets using one-to-one correspondence, match unequal sets using one-to-one correspondence, compare objects according to size, compare sets without counting, order objects according to length or height, order sets without counting. Describe and create patterns that are the same and different, count 1, 2 or 3 objects reliably, recognise if a number of objects is the same or different	Introduce the concept of 0 as the empty set, subitise within 5, represent and use number bonds within 5, use quantities and objects to add and subtract two single-digit numbers. Compare objects and quantities, solve size problems related to measures. Shows an interest in shape and space by playing with shapes by sustained construction activity, explore characteristics of	Count reliably with numbers from 1 to 10, develop an understanding of zero, create representations for numbers 0-10, place numbers 0-10 in order, recognise the numerals 0-10, use ordinal numbers: 1st, 2nd…last, understand the conservation of numbers. Use quantities and objects to add and subtract two single-digit numbers. Count reliably with numbers from 0 to	Solve practical problems that involve grouping and sharing, explore counting on in steps of 2 from zero. Create representations for numbers 0-20, estimate a number of objects and check by counting, considering equal and unequal groups. Explore the relationship between doubling and halving.	Explore characteristics of everyday objects and shapes (focusing on 2-D shapes), use mathematical language associated with shape, classify and sort shapes, recognise, create and describe patterns with shape, use mathematical language to describe size and position. Explore the relationship between addition and subtraction, say which number is one more or one less than a given number,	Compare objects and quantities, solve size problems involving measures, explore measuring objects using non-standard units. Records using marks that they can interpret and explain, begins to identify own mathematical problems based on own interests and fascinations. Count reliably to 50, explore counting on and back from any number within 50, place numbers from

	(working with numbers 1, 2 and 3), count one, two or three objects, images or sounds reliably, recognise the numerals 1, 2 and 3, create representations for numbers 1, 2 and 3. Count reliably with numbers from 1 to 6, Create representations for numbers 1- 6, place numbers 1-6 in order, say which number from 1-6 is one more or one less than a given number, recognise the numerals 1-6, understand the conservation of number.	everyday objects and shapes (focusing on 3-D shapes), use positional language, use mathematical language associated with shape, classify and sort everyday objects. Can say days of the week and months of the year, measures short periods of time in simple ways, orders and sequences familiar events, use ordinal numbers: 1st, 2nd…last.	15, create representations for numbers 0-15, place numbers from 0-15 in order, considering equal and unequal groups.		use quantities and objects to add and subtract two single-digit numbers. Recognise coins up to 50p and their values, compare the value of coins, use quantities and objects to count on and back to add and subtract.	0-50 in order, estimate a number of objects and check by counting.
Resources/ equipment	Number cards, objects of different sixe (bears, worms), rulers, meter stick, 2d shapes, different counting objects.	Different counting objects, number cards, 2d and 3d shapes, calendar, sand timers, jugs and cylinders of different shapes and sizes.	Different counting objects, number cards.	Different counting objects, number cards.	2-d shapes, different coloured pattern counting objects, objects of different sizes, numbers cards, coins.	Balance buckets, jugs and cylinders of different shapes and sizes, rulers, counting objects, 100 squares, dienes.
General resources	Big dice, dice, connecting cubes, objects for counting, bead strings, number lines, whole class number line, large 100 square.					