Maths in Reception

At Ringway, we are taking part in the National for Excellence in the Teaching of Mathematics (NCETM) project to support the teaching of basic maths skills in our school. This project aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2 and beyond into KS2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number. Attention will be given to key knowledge and understanding needed in Reception classes, and progression through KS1 to support success in the future.

In Reception, children have a 15 minute Mastering Number session, 4 times a week with an adult, will take part in two small group follow up activities and will have access to various continuous provision maths activities throughout the week. On the fifth day, the children will take part in a range of Shape, Space and Measures based activities. Over the year, the children will experience using a range of resources and representations, including a small abacus-like piece of equipment called a Rekenrek. As the children move into Y1, they continue to have 4 Mastering Number sessions each week in addition to their daily Maths lesson.

Reception Overview

Term 1	**Term 2**	**Term 3**
Pupils will build on previous experiences of number from their home and nursery environments and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison. Pupils will: • Identify when a set can be subitised and when counting is needed. • Subitise different arrangements, both unstructured and structured, including using the Hungarian number frame.	Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals. Pupils will: • Continue to develop their subitising skills for numbers within and beyond 5 and increasingly connect quantities to numerals.	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 practise. Pupils will: • Continue to develop their counting skills, counting larger sets as well as actions and sounds. • Explore a range of representations of numbers including the 10-frame and see how doubles can be arranged in a 10-frame.

• Make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills. • Spot smaller numbers 'hiding' inside larger numbers. • Connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers. • Hear and join in with the counting sequence and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number. • Develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once and in 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 parts.	• Begin to identify missing parts for numbers within 5. • Explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame. • Focus on equal and unequal groups when comparing numbers. • Understand that two equal groups can be called a 'double' and connect this to finger patterns. • Sort odd and even numbers according 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.	• Compare quantities and numbers, including sets of objects which have different attributes. • 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 more than 2. • Begin to generalise about 'one more than' and 'one less than' numbers within 10. • Continue to identify when sets can be subitised and when counting is necessary. • Develop conceptual subitising skills including when using a rekenrek.

Reception Overview by Week

Autumn 1 Week 2 – Reception baseline activities	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Focus	Subitising	Counting, ordinality and cardinality	Composition	Subitising	Comparison	Consolidation
Set 1	Subitising within 3	Focus on counting skills	Explore how all numbers are made of 1's.	Subitise objects and sounds	Comparison of sets – 'just by looking' Use the language if comparison: 'more than and fewer than'	Consolidation activities for week 3-7.

Autumn 2	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Focus	Counting, ordinality and cardinality	Comparison	Composition	Composition	Counting, ordinality and cardinality	Consolidation
Set 2	Focus on counting skills Focus on the 'five-ness of 5' using one hand and the die pattern for 5.	Comparison of sets – by matching Using the language of comparison: more than, fewer than, an equal number	Explore the concept of 'whole' and 'part'	Focus on the composition of 3,4 and 5	Practise object counting skills. Match numerals to quantities within 10. Verbal counting beyond 20.	Consolidation activities for week 9-13.

Spring 1	Week 15	Week 16	Week 17	Week 18	Week 19	Week 20
Focus	Subitising	Counting, ordinality and cardinality	Composition	Composition	Comparison	Consolidation
Set 3	Subitise within 5 focussing on die patterns Match numerals to quantities within 5	Counting – focus on ordinality and the 'staircase' pattern. See that each number is one more than the previous number.	Focus on 5	Focus on 6 and 7 as '5 and a bit'	Compare sets and use language of comparison; more than, fewer than, an equal number to Make unequal sets equal	Consolidation activities for week 15-19.

Spring 2	Week 21	Week 22	Week 23	Week 24	Week 25	Week 26
Focus	Counting, ordinality and cardinality	Comparison	Composition	Composition	Composition	Consolidation
Set 4	Focus on the 'staircase pattern' and ordering numbers	Focus on ordering of numbers to 8 Use language of less than	Focus on 7	Doubles – explore how some numbers can be made with two equal parts	Sorting numbers according to attributes – odd and even numbers	Consolidation activities for week 21-25.

Summer 1	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32
Focus	Counting, ordinality and cardinality	Subitising	Composition	Composition	Comparison	Consolidation
Set 3	Counting – larger sets and things that cannot be seen	Subitising to 6 including in structured arrangements.	Composition – '5 and a bit'	Composition - 10	Comparison linked to ordinality Play track games	Consolidation activities for week 27-31.

Summer 2	Week 33	Week 34	Week 35	Week 36	Week 37	Week 38 and 39
Focus	Subitising	Review and assess	Review and assess	Review and assess	Review and assess	Review and assess
Set 4	Subitise to 5 Introduce the rekenrek	Automatic recall of bonds to 5	Composition of numbers to 10	Comparison	Number patterns	Counting