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