Maths Curriculum Map- Reception

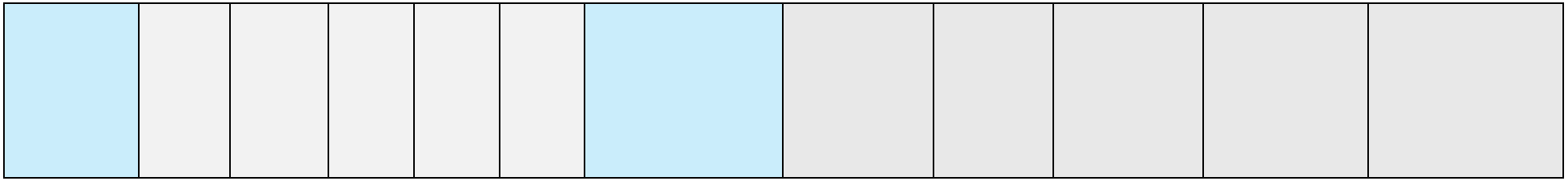
Milestone 4
I am able to count up to 5, touching each object. I understand that the final number counted shows the quantity of the objects. I can effectively subitise up to 5 using standard and non-standard representations. I am able to identify different representations for numbers up to 5 and match the name of the numbers to their numeral and quantity. I understand the composition of numbers up to 5 and the different ways they are composed. I can compare the amount of objects within different groups and can identify 1 more and 1 less of numbers up to 5. I can copy and continue ABAB patterns and create my own ABAB pattern. I can identify and recall the properties of circles, triangles, squares and rectangles, identifying these outside of the classroom. I am able to match objects that are the same and different, sorting them into predefined groups. I can order key events throughout the day.

	Autumn 1								Autumn 2						
	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7
				Mastering Number Week 1-10	MN T1 Wk1	MN T1 Wk2	MN T1 Wk3	MN T1 Wk4	MN T1 Wk5	MN T2 Wk2	MN T2 Wk3	MN T2 Wk4	MN T2 Wk5		
				Children will: • perceptually subitise within 3 • identify sub-groups in larger arrangements • create their own patterns for numbers within 4 • practise using their fingers to represent quantities which they can subitise • experience subitising in a range of contexts, including temporal patterns made by sounds. • relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set • have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song • have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting • have opportunities to develop an understanding that anything can be counted, including actions and sounds • explore a range of strategies which support accurate counting. • see that all numbers can be made of 1s • compose their own collections within 4. • understand that sets can be compared according to a range of attributes, including by their numerosity • use the language of comparison, including 'more than' and 'fewer than' • compare sets 'just by looking'.							Children will: • subitise within 5, perceptually and conceptually, depending on the arrangements, • continue to develop their counting skills • explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand • begin to count beyond 5 • begin to recognise numerals, relating these to quantities they can subitise and count • explore the concept of 'wholes' and 'parts' by looking at a range of objects that are • composed of parts, some of which can be taken apart and some of which cannot • explore the composition of numbers within 5. • compare sets using a variety of strategies, including 'just by looking', by subitising and by matching • compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts.						
White Rose Maths	Match, sort and compare Step 1 Match objects Step 2 Match pictures and objects Step 3 Identify a set Step 4 Sort objects to a type Step 5 Explore sorting techniques Step 6 Create sorting rules Step 7 Compare amounts Talk about measure and patterns Step 1 Compare size Step 2 Compare mass Step 3 Compare capacity Step 4 Explore simple patterns Step 5 Copy and continue simple patterns Step 6 Create simple patterns													1,2,3,4,5 Step 1 Find 4 and 5 Step 2 Subitise 4 and 5 Step 3 Represent 4 and 5 Step 4 1 more Step 5 1 less Step 6 Composition of 4 and 5 Step 7 Composition of 1–5 Steps 4 and 5 must be taught	Circles and triangles Step 1 Identify and name circles and triangles Step 2 Compare circles and triangles Step 3 Shapes in the environment Step 4 Describe position

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Milestone 5
I can count up to 10 applying the counting principles, knowing where to stop and that the last number counted represents the quantity. I can now subitise numbers up to 5 automatically and can use known groups to subitise numbers. I can identify different representations for 0,6,7,8,9 and 10. I can recognise and explain that numbers are composed of smaller numbers identifying the composition of numbers up to 10. I can use a part-part whole model to partition. I can compare numbers up to 10 using the language same as, more and fewer. I am able to identify 1 more and 1 less for numbers up to 10. I can combine two groups to find how many altogether. I am developing my number bonds to 10 knowledge, using tens frames to help. I can make pairs and recognise that some numbers will have an odd amount left over. When creating patterns, I can copy and continue more complex patterns such as ABB and AABB, creating my own versions of these. I can use positional language to describe the position of objects or numbers on a line. Within measure, I can use effective language to identify heavier and lighter weights, using a balancing scale to check. I can make comparisons between different capacities, using language such as full, half full, empty and almost empty.

	Spring 1						Spring 2				
	1	2	3	4	5	6	1	2	3	4	5
Mastering Number Week 11-21	MN T3 Wk1	MN T3 Wk2	MN T3 Wk3	MN T3 Wk4	MN T3 Wk5		MN T4 Wk1	MN T4 W2	MN T4 Wk3	MN T4 Wk4	MN T4 Wk 5
Children will: • increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements • explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part • experience patterns which show a small group and '1 more' • continue to match arrangements to finger patterns. • continue to develop verbal counting to 20 and beyond • continue to develop object counting skills, using a range of strategies to develop accuracy • continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10 • order numbers, linking cardinal and ordinal representations of number • continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5 • explore the composition of 6, linking this to familiar patterns, including symmetrical patterns • begin to see that numbers within 10 can be composed of '5 and a bit'. • continue to compare sets using the language of comparison, and play games which involve comparing sets • continue to compare sets by matching, identifying when sets are equal • explore ways of making unequal sets equal.							Children will: • explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'. • continue to consolidate their understanding of cardinality, working with larger numbers within 10 • become more familiar with the counting pattern beyond 20. • explore the composition of odd and even numbers, looking at the 'shape' of these numbers • begin to link even numbers to doubles • begin to explore the composition of numbers within 10. • compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system.				
White Rose Maths						Mass and Capacity Step 1 Compare mass Step 2 Find a balance Step 3 Explore capacity Step 4 Compare capacity *When creating patterns, I can copy and continue more complex patterns such as ABB and AABB, creating my own versions of these* *I can use positional language to describe the position of objects or numbers on a line.*					



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Milestone 6
I can count on and back beyond 20, crossing the boundaries and recognising the 1-9 repeating pattern. I continue to apply the counting principles, whilst counting objects that can move. I can effectively subitise numbers using standard and non-standard representations. I can identify numbers up to and beyond 20 understanding that teen numbers and above are made of 10's and 1's. I can make comparisons between numbers up to 20 and identify 1 more or 1 less than taught numbers. I am able to double numbers up to 10 effectively. I can subtract objects from a quantity and understand that the total will get smaller. I understand that groups should be shared equally into equal groups and know that sometimes odd amounts will be left over. I can continue ABAB and AABB patterns creating my own complex patterns. I can solve problems involving the content taught during reception. I can identify and recall the properties of a range of taught 3D shapes. I can make comparisons to the size of shapes describing the length and height. I am able to use appropriate language to describe when events happen and recognise regular events.

	Summer 1						Summer 2						
	1	2	3	4	5	6	1	2	3	4	5	6	7
Mastering Number 22-		MN T5 Wk 1	MN T5 Wk 2	MN T5 Wk 3	MN T5 Wk4	MN T5 Wk 5		MN T6 Wk 1	MN T6 Wk 2	MN T6 Wk 3	MN T6 Wk4	MN T6 Wk 5	MN T6 Wk 3
		Children will: • continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns • use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number • subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10 • be encouraged to identify when it is appropriate to count and when groups can be subitised. • continue to develop verbal counting to 20 and beyond, including counting from different starting numbers • continue to develop confidence and accuracy in both verbal and object counting. • explore the composition of 10. • order sets of objects, linking this to their understanding of the ordinal number system.						In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.					

White Rose Maths	Length, Height and Time Step 1 Explore length Step 2 Compare length Step 3 Explore height Step 4 Compare height Step 5 Talk about time Step 6 Order and sequence time						Explore 3D Shapes Step 1 Recognise and name 3-D shapes Step 2 Find 2-D shapes within 3-D shapes Step 3 Use 3-D shapes for tasks Step 4 3-D shapes in the environment Step 5 Identify more complex patterns Step 6 Copy and continue patterns Step 7 Patterns in the environment						Sharing and grouping Step 1 Explore sharing Step 2 Sharing Step 3 Explore grouping Step 4 Grouping Step 5 Even and odd sharing Step 6 Play with and build doubles