

St George's Central CE Primary School and Nursery

Subject Overview for Maths: Reception

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

By the end of the Autumn Term	By the end of the Spring Term	By the end of the Summer Term
*Matching objects. *Sorting by categories e.g. size, colour, patterns *Says number names in order to 10, and beyond. *Compares amounts using more, less, fewer, the same and equal. *Compares through size, mass and capacity. *Extends, copies and creates patterns with 2 or 3 repeating items. *Represents and compares 1, 2 and 3. *Explores the composition of 1, 2 and 3. *Understands the properties of circles and triangles. *Understands the concept of the numbers 4 and 5. *Can find one more and one less within 5. *Compares and sorts a range of 2D shapes.	*Understands the concept of zero. *Says number names in order to 20, and beyond. *Compares numbers within 5. *Explores and understands composition of 4 and 5. *Understands the concept of mass and capacity, using heavy, light, full, almost full, empty, almost empty. *Learning about 6, 7 and 8. *Compares and understands length and height, using tall, short, long, longer, longest, short, shorter, shortest. *Can pair and combining groups within and up to 10. *Understands the concept of 9 and 10. *Compares numbers to 10. *In context, explores and familiarises with number bonds to 10. *Continuing to subitise to 5, extending to 7.	*Builds numbers beyond 10. *Says number names in order beyond 20. *Develops awareness of counting patterns. *Adding more to a given number. *Taking away from a given number. *Can double numbers to 10. *Begin to understand sharing and grouping. *Can identify odd and even numbers. *Deepening understanding of number within 10. *Recognise, continue, create and explain simple repeating patterns. *Subitising within 10. *Understanding and using spatial reasoning for a purpose.

'Never settle for less than your best'

Jesus said, 'I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12

*Develops the concept of night and day through routines and time. *Subitising within 4. *Developing understanding of spatial awareness.	*Can name and identify some properties of 3D shapes (for example, cube, cuboid, sphere, cylinder, pyramid), using informal and mathematical language: 'flat', 'round', 'straight', 'curved', 'face', 'surface'. *Developing understanding of spatial awareness.	
Early Learning Goals		
Number	*Have a deep understanding of numbers to 10, including the composition of each number. *Subitise (recognise quantities without counting) up to 5. *Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.	
Numerical Patterns	*Verbally count beyond 20, recognising the pattern of the counting system. *Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. *Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally	

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