



Reception Maths Scope and Sequence

Mathematics in Reception involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems, and to describe shapes, spaces, and measures. Numicon is used to develop a multi-sensory approach to maths designed to give children the understanding of number.

Maths is taught throughout the week both explicitly to the whole class and through small group work. This allows all objectives to be continually embedded throughout the school year. Daily Maths Meetings serve to embed and consolidate vital areas of the Reception curriculum. All mathematical strands are reviewed and revisited as part of these Maths Meetings. The termly objectives below highlight the explicit teaching that takes place each term.

The mathematical strands for Reception are:

- Number: value, ordering, counting
- Number: addition and subtraction
- Number: number bonds and composition of number
- Number: doubling, halving and sharing
- Number: Subitising and cardinal number
- Shape and pattern: 2D and 3D shapes
- Space: position and distance
- Measure: weight, length, capacity, time, money



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Ongoing objectives explored in daily Maths Meeting

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|--|--|
| To know the four seasons and months of the year in order | <ul style="list-style-type: none"> • Daily maths meeting – discuss season and describe weather • Months of the year song • Songs about seasons/weather • Matching clothing to seasons • Matching weather to seasons |
| To know the days of the week in order | <ul style="list-style-type: none"> • Daily Maths Meeting – days of the week song • Make days of the week paperchain |
| To know when it is morning/afternoon/evening /night time | <ul style="list-style-type: none"> • Pictorial daily timetable – drawing and labelling • Sequencing and labelling picture cards |

Autumn Term (more able in red)

| Number Objectives | Shape and pattern objectives |
|---|--|
| To recognise and order numbers to 10 (20) | To recognise, describe and copy colour patterns |
| To count up to 10 (20) objects/abstract materials reliably | To recognise, describe and copy shape patterns |
| To make sensible estimations of quantity and check using 1:1 correspondence | To recognise, describe and copy size patterns |
| To subitise up to 5 (10) | To extend simple repeating patterns |
| To compare sets of objects up to 10 in different contexts, considering size and difference | To order objects by size |
| To find one more than a given number within 10 (20) | To compose and decompose shapes, recognising shapes can have shapes within them. |
| To find one less than a given number within 10 (20) | To describe the properties of 2D shapes (corners/vertices, sides) |
| To understand that addition is combining 2 groups and counting to find the total (numbers within 10/20) | |
| To understand cardinality of number (the number you stop on is how many there are) | |
| To understand that subtraction is taking away from the biggest number (numbers within 10/20) | |
| To be able to subitise to 3 (5) | |



Reception Maths Scope and Sequence

| Spring Term (more able in red) | |
|---|--|
| Number Objectives | Shape and pattern objectives |
| To recognise and order numbers to 20 | To recognise 3D shapes in the environment (cube, cuboid, sphere, cone, cylinder) (describe the properties) |
| To subitise accurately to 8 or make a sensible estimate of numbers beyond this. | To use everyday language to talk about length |
| To count up to 20 objects/abstract materials reliably | To see 2D shapes within 3D shapes and discuss this with a peer/ adult. |
| To find one more than a given number within 20 | To estimate, compare and explore the length of everyday objects |
| To find one less than a given number within 20 | To use everyday language to talk about capacity and explore this practically. |
| To solve simple addition problems to 10 by counting on (using mental strategies) | To explore and compare the volumes and capacities of everyday objects |
| To solve simple subtraction problems within 10 by counting back (using mental strategies) | To use everyday language to talk about weight |
| To understand the concept of equal groups | To estimate, compare and explore the weight of everyday objects |
| To share or group objects into equal groups | To use mathematical language to describe position e.g. over, under, next to, on top of. |
| To understand the concept of half (numbers within 10) | |
| To recall double facts up to 5+5 (10+10) | |



Reception Maths Scope and Sequence

| Summer Term (more able in red) | |
|--|---|
| Number Objectives | Shape and pattern objectives |
| <p>To explore numbers beyond 20 (up to 100) using the hundred square</p> <ul style="list-style-type: none">Counting in 2s, 5s and 10s using number line/hundred squareExplore patterns of number up to 10 (including evens and odds) | <p>To understand the value of money and talk about money in relation to everyday life.</p> |
| <p>To work with addition and subtraction</p> <ul style="list-style-type: none">Recognise that addition can be done in any orderUnderstand the biggest number comes first when subtractionDouble numbers to a total of 10 (20)Using +, - and = signs correctly | <p>To create and continue complex patterns with varying rules (including AB, ABB and ABBC)</p> |
| <p>To know number bonds for numbers 0-10 mentally (0-20)</p> | <p>To tell the time to the hour and half past</p> |
| <p>To know the corresponding partitioning facts</p> | <p>To be able to talk about time in relation to our own lives and recall events using accurate language (yesterday I went to the park).</p> <p>To explore data through tallies, bar charts and pictograms (answer simple questions about data collection)</p> |