MEADOW GREEN PRIMARY SCHOOL

Reception –Yearly Overview

AUTUMN TERM				
White Rose Teaching for Mastery scheme of learning	**Mathematics**	**NCETM Number Block Episode & Materials**	**Intent (Children in Reception)**	**Mastering Number Programme**
Getting to know you	Opportunities for settling in, introducing the areas of provision and getting to know the children. Key times of the day, class routines. Exploring the continuous provision inside and out. Where do things belong? Explore the Maths area & resources. Positional language. **Baseline.**			Order school day. Follow routines. Explore Maths resources
Just like me!	Match and sort • Match objects that are the same / different. • Sort objects into sets.			Sing number songs/rhymes.
	Compare amounts • Compare and order sets. • More / fewer / same amount.	S1 Ep10: How to Count	Count objects, actions and sounds Compare numbers	
	Compare size mass & capacity • Compare and order according to size (big, little, large, small, tall, long, short).		Compare length, weight and capacity	
	Exploring pattern • Copy, continue and create simple patterns		Continue, copy and crate repeating patterns	
It's Me 123!	Representing 1, 2, and 3 • Identify representations of 1, 2 & 3 • Subitise, count, make collections • Match number names to numerals and quantities • Count in different arrangements • Mark making to represent 1, 2, and 3	S1 Ep1: One S1 Ep2: Another one S1 Ep3: Two S1 Ep 4: Three	Count objects, actions and sounds Subitise Link the number symbol (numeral) with its cardinal number value	Introduce numbers 1, 2, 3, 4, 5- representations of numbers, numeral, amount using fingers, finding collections. • Subitise amounts 1 &2 • Make arrangements using counters • Build towers to represent 1, 2, 3. • Re-orientate number blocks 1,2,3 • Use dot cards for spatial reasoning
	Comparing 1, 2, and 3 • One more, one less		Understand the 'one more than / one less than' relationship between consecutive numbers	

	Composition of 1, 2, and 3 • Numbers are made up of smaller numbers	S1 Ep5: 1, 2, 3	Explore the composition of numbers to 10	• Count up to 5 objects- refer to counting principles. • Order numbers 0-5 • Count objects which cannot be moved • Count the amount in each group & record total • Subitising bingo game • 2 is made of 1 & another 1 • Explore the parts of 3 • 3 or not 3 subitising game • Partition numbers 1-5 • Subitise arrangements & auditory patterns up to 3 • 1 more/1 fewer • Using a 5 frame • Begin to count beyond 5 • Match numeral to quantity • Compare sets
	Circles and Triangles • Recognise and describe properties of circles and triangles (including different orientations)		Recognise simple 2d shape Repeating shape patterns Pairing items	
	Positional Language • Hear and use positional language		Compare bear & boxes Children position themselves Power point	
Light and Dark	Representing Numbers to 5 • Children count on and back to 4, then 5. Subitise, count up to 4/5 objects, match numerals and quantities. • More / fewer • Mark making to represent numbers • Five frames • Numbers of significance (birthdays)	S1 Ep 6:Four S1 Ep 8: 3 Little pigs (count to 4) S1 Ep 7: Five S1 Ep 9: Off we go! (count to 5) S1 Ep11: Stampolines	Count objects, actions and sounds Subitise Link the number symbol (numeral) with its cardinal number value	• Subitise within 5, perceptually and conceptually, depending on the arrangements. • Continue to develop 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 composition of numbers within 5. • Whole & parts of numbers up to 5 • Compare sets by matching/subitising
	One more one less • Count, subitise and compare when explaining one more / one less • Counting forwards/ counting back		Understand the 'one more than / one less than' relationship between consecutive numbers	
	Shapes with 4 sides • Recognise and describe shapes with four sides.	S1 Ep6: Four S3 Ep15: Flatland S3: The way of the rectangle	Shape games, making pictures using shapes with 4 sides	
	Time – Night and Day • Order key events in daily routines • Day, night, morning, afternoon, before, after, today, tomorrow		Using vocab, explaining when they may perform certain tasks- ie- washing face in the morning before school.	
Consolidation				

SPRING TERM

White Rose Teaching for Mastery scheme of learning	Mathematics	NCETM Number Block Episode & Materials	Intent (Children in Reception)	Mastering Number Programme
Alive in 5!	Introducing zero • Numeral, name, representation of zero	S3 Ep5: Zero		• 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 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 practice recalling 'missing' or 'hidden' parts for 5
	Comparing numbers to 5 • More / same as /fewer	S1 Ep1: Once upon a time (a review of numbers to 5) S3: Peekaboo S3 Ep2: Blockzilla (greater than / less than)	Compare numbers	
	Composition of 4 and 5 • Part-part-whole	S3 Ep4: Fruit Salad (composition of numbers to 5) S1 Ep 12: The whole of me (composition of numbers to 5) S3 Ep3: The Numberblock Express (composition of 5)	Explore the composition of numbers to 10	
	Compare Mass • Language – heavy, heavier than, heaviest, light, lighter then, lightest		Compare length, weight and capacity	
	Compare capacity • Language – full, half full, nearly full, nearly empty, empty, tall, thin, narrow, wide, shallow		Compare length, weight and capacity	
Growing 6, 7 & 8	6, 7, & 8 • Represent, arrange, subitise, count from a larger group • Composition of 6, 7, & 8 • One more / one less patterns	S2 Ep1: Six S2 Ep8: Counting sheep (composition of 6) S2 Ep2: Seven S3 Ep11: What's the difference? (difference to 7) S2 Ep3: Eight S2 Ep12: Fluffies (counting 1-8)	Count objects, actions and sounds Subitise Link the number symbol (numeral) with its cardinal number value Explore the composition of numbers to 10	• 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

		S3 Ep14: Octoblock to the rescue		• Continue to compare sets by matching, identifying when sets are equal. • Explore ways of making unequal sets equal. • Explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'. • Practise subitising to 6 make and describe arrangements of 6.
	Making pairs • Find and make pairs			
	Combining 2 groups • Combine groups to find how many altogether	S1 Ep14: Holes S1 Ep15: Hide and seek		
	Length & Height • Language – tall, short, longer, shorter, taller, shorter, wider, narrower		Compare length, weight and capacity	
	Time • Now, before, later, soon, after, then, next, yesterday, today, tomorrow. • Significant events in their lives.			
Building 9 & 10	9 & 10 • Count forwards and backwards to 9, then 10 • Represent 9 and 10 • Explore the composition of 9 and 10 • 10 frames	S2 Ep4: Nine S2 Ep5: Ten S3 Ep6: Now we are 6 to 10 S3 Ep7: Numberblobs S3 Ep13: Five and friends S2 Ep6: Just add one S2 Ep7: 10 Green Bottles	Count objects, actions and sounds Subitise Link the number symbol (numeral) with its cardinal number value	• Cntinue to consolidate 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.
	Comparing numbers to 10 • Compare 2 quantities, progress to ordering 3 or more quantities	S3 Ep 9: Peekaboo	Compare numbers	
	Bonds to 10 • Number bonds to 10 with real objects, 10 frames, fingers and Numicon.	S2 Ep13: Blast Off! S3 Ep15: Ten again S3 Ep10: Hiccups S4: Ten's Top Ten (number bonds to 6, 7, 8, 9, 10)	Explore the composition of numbers to 10 Automatically recall number bonds for numbers 0-10 ELG: Automatically recall (without reference to rhymes, counting or other aids) number bonds to 5 (including subtraction facts) and some number bonds to 10, including double facts.	
	3D shape • Name and discuss similarities and differences			
	Pattern • Explore more complex patterns, e.g. ABB, AAB, AABB, AABBB patterns	S4 Ep2: Pattern palace	Continue, copy and create repeating patterns	

SUMMER TERM

White Rose Teaching for Mastery scheme of learning	Mathematics	NCETM Number Block Episode & Materials	Intent (Children in Reception)	Mastering Number Programme
To 20 and beyond	Building numbers beyond 10 • Build and identify numbers to 20 using 10 frames, numicon, cubes and bead strings.	S3: Ten's Palace S3: Balancing bridge Series 4 Episodes 11-15 S3: Tween Scenes (11-15) S4: Fidteen's Minute of Fame S4: on Your Head S3 Block Star S4: Episodes 16-20 S4: Square Club (structure of numbers to 16) S4: Tall stories (numbers 16-20) S4: Flights of fancy S4: I can count to twenty S4: Heist (properties of numbers to 20)	Count beyond 10 ELG: Have a deep understanding of number to 10, including the composition of number	• 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. • Count things that cannot be seen – sounds • Revisit rules for how to count • Discuss and practice strategies for counting larger sets. • Discuss and practice strategies for counting larger sets by moving objects.
	Counting patterns beyond 10 • Count on and back from any given number within 20		Count beyond 10	
	Spatial reasoning: Match, rotate, manipulate • Tangrams		Select, rotate and manipulate shapes in order to develop spatial reasoning skills	
First Then Now	Adding more • Using the first, then, now structure • Count all and count on strategies	S2 Ep15: Number Block castle		
	Taking away • Using the first, then, now structure • Using items	S3 Ep12: Number Block rally (subtraction)		
	Spatial reasoning: Compose and decompose • 2D shapes can be combined and separated to make new shapes		Compose and decompose shapes so that children recognize a shape can have other shapes *within it*, just as numbers can.	

Find my pattern	Doubling • 'Twice as many' • Explore early symmetry	S2 Ep9: Double Trouble S3 Ep 19: Mirror Mirror	ELG: Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	• Count things that cannot be seen – periods of time • Discuss and practice strategies for counting larger sets by moving images • Make or represent their own collections of larger amounts. • Practice counting on from a given number • Discuss and practice strategies for counting larger amounts that cannot be moved. • Subitise doubles amounts shown on 10-frames. • Use their fingers to show 'more than' numbers to 10 • Use rekenreks to push amounts of beads that are equal to, more than and fewer than a given number. • Use their fingers to show 'more than' numbers to 10 • Explore the order and magnitude of numbers to 10. • Count 20 objects • Practice 'teen' numbers. • Practise counting to 100 • Share strategies for counting larger amounts that can't be moved. • Discuss understanding of equivalence • Recognise and sort odd & even numbers. • Explore the commutativity of addition facts. • Explore '1 fewer' patterns of beads on the rekenrek.
	Sharing and Grouping • Sharing and 'left over'	S4: The Lair of Shares S4: Terrible Twosday S4: Divide and Drive	ELG: Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	
	Even and Odd • Odd and even structure through sharing	S2 Ep11: Odds and Evens S1 Ep13: The Terrible twos	ELG: Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	
	Spatial reasoning: Visualise and build • Positional language to replicate simple constructions and places from stories	S3 Ep8: Building Blocks		
On the move	Deepening understanding • Problem solving / critical thinking linked to familiar stories	S3 Ep20: The Wrong number S3 Ep18: Legend of the big tum (missing numbers) S2 Ep14: The Two Tree (subtracting 2 from numbers up to 10) S3: Ride the Rays		
	Patterns and relationships • Explore and investigate relationships between numbers and shapes	S4: Loop the Loop		
	Spatial reasoning: Mapping • Make maps and plans to represent places and use these to see where things are in relation to other things.			
Consolidation				

Early learning Goals

Number

Children at the expected level of development will:

* Have a deep understanding of number to 10, including the composition of number

* Subitise (recognise quantities without counting) up to 5

* Automatically recall (without reference to rhymes, counting or other aids) number bonds to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical patterns

Children at the expected level of development will:

* Verbally count beyond 20, recognizing the pattern of the counting system

* Compare quantities up to 10 in different contexts, recognizing 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.