

Reception Maths Termly overview

Half-term	Subitising, cardinality and ordinality	Counting	Composition	Comparison
Autumn 1 Children will:	<p>Subitise within 3</p> <p>Identify sub-groups in larger arrangements</p> <p>Create their own patterns for numbers within 4</p> <p>Practice using their fingers to represent quantities that they can subitise</p>	<p>Relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set</p> <p>Have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song</p> <p>Have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting</p> <p>Have opportunities to develop an understanding that anything can be counted, including actions and sounds</p> <p>Explore a range of strategies which support accurate counting.</p>	<p>See that all numbers can be made of 1s</p> <p>Compose their own collections within 4</p>	<p>Understand that sets can be compared according to a range of attributes, including by their numerosity</p> <p>Use the language of comparison, including 'more than' and 'fewer than'</p> <p>Compare sets 'just by looking'</p>
Autumn 2 Children will:	<p>Reinforce learning from last half term</p> <p>Subitise within 5</p>	<p>Continue to develop counting skills</p> <p>Explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand</p> <p>Begin to count to 10 and beyond</p> <p>Begin to recognise numerals, relating these to quantities they can subitise and count</p>	<p>Explore the concepts of 'wholes' and 'parts' by looking at a range of objects that are composed of parts</p> <p>Explore the composition of numbers within 5</p>	<p>Compare sets using a variety of strategies, including 'just by looking', by subitising and by matching</p> <p>Compare 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.</p>

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<p>Spring 1 Children will:</p>	<p>Increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements</p> <p>Explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part</p> <p>Experience patterns which show a small group and '1 more'.</p> <p>Continue to match arrangements to finger patterns</p>	<p>Continue you to develop verbal counting to 20 and beyond</p> <p>Continue to develop object counting skills, using a range of strategies to develop accuracy</p> <p>Continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10</p> <p>Order numbers, linking cardinal and ordinal representations of number</p>	<p>Continue to explore the composition of 5 and practice recalling 'missing' or 'hidden' parts for 5</p> <p>Explore the composition of 6, linking this to familiar patterns, including symmetrical patterns</p> <p>Begin to see that numbers within 10 can be composed of '5 and a bit'</p>	<p>Continue to compare sets using the language of comparison, and play games which involve comparing sets</p> <p>Continue to compare sets by matching, identifying when sets are equal</p> <p>Explore ways of making unequal sets equal</p>
<p>Spring 2 Children will:</p>	<p>Explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'</p>	<p>Continue to consolidate their understanding of cardinality, working with larger numbers within 10</p> <p>Become more familiar with the counting pattern beyond 20</p>	<p>Explore the composition of odd and even numbers, looking at the 'shape' of these numbers</p> <p>Begin to link even numbers to doubles</p> <p>Begin to explore the composition of numbers within 10</p>	<p>Compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system</p>
<p>Summer 1 Children will:</p>	<p>Continue to practice increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns</p> <p>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</p> <p>Subitise structured and unstructured patterns, including those which show numbers within 10, in relations to 5 and 10</p>	<p>Continue to develop verbal counting to 20 and beyond, including counting from different starting numbers</p> <p>Continue to develop confidence and accuracy in both verbal and object counting</p>	<p>Explore the composition of 10</p>	<p>Order sets of objects, linking this to their understanding of the ordinal number system</p>

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	Be encouraged to identify when it is appropriate to count and when groups can be subitised			
Summer 2 Children will:	This half term, children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers. This will include working on the depth of numbers within 20, recognising and extending patterns, applying their knowledge of number, shape and measures and being able to count forwards and backwards to at least 20.			