

## Broadwood Primary School Maths Yearly Overview: Reception

Reception - Autumn 1						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>Setting routines with the children. Supporting the children to get to know the math provision – what resources are available and how to use them. Using positional language in relation to where things belong. Key times of the day. Using tens frames to show how many children are in/absent. *This should be practised throughout the term.</p>	<p><b>MSS</b> – Children learn objects can be compared and ordered according to their size. Children will use language such as big and little, large and small to describe objects. More specific language such as tall, long and short may be introduced. Children will order objects according to size and explain what they notice.</p>					
	<p>Mastering Number Wk 1 <b>Children will:</b></p> <ul style="list-style-type: none"> <li>represent the number in a given set using different objects</li> <li>name quantities with number words, (e.g. "I can see 3.")</li> <li>match sets to numerals</li> <li>make their own arrangements that can be subitised.</li> </ul>	<p>Mastering Number Wk 2 <b>Children will:</b></p> <ul style="list-style-type: none"> <li>count objects 1:1</li> <li>find out 'how many' objects are in a group.</li> <li>Know the last number in the count tells us how many</li> <li>Count a range of things including objects, songs, sounds.</li> </ul> <p><b>Suggested songs:</b> Johnny works with 1 hammer. 1,2,3,4,5 once I caught Two little dickie birds</p>	<p>Mastering Number Wk 3 &amp; 4 <b>Children will:</b></p> <ul style="list-style-type: none"> <li>Explore how numbers can be composed of 1s</li> <li>Investigate composition of 3 &amp; 4</li> <li>Investigate part and whole relationships</li> <li>Know that a whole is made up of smaller parts.</li> <li>Observe whether an amount has changed or just the arrangement</li> </ul> <p><b>Supporting resources:</b> Number blocks Series 1 Episode 3, 4 &amp; 6</p>	<p>Mastering Number Wk 5 <b>Children will:</b></p> <ul style="list-style-type: none"> <li>Use modelled language linked to comparing such as 'more than' and 'fewer than'.</li> </ul>	<p><b>Consolidation</b></p> <ul style="list-style-type: none"> <li>Through assessment identify any child who needs further practise representing quantity using fingers</li> <li>1:1 correspondence</li> </ul>	
Reception - Autumn 2						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p><b>MSS</b> – Children learn that circles have one curved side and triangles have 3 straight sides. They recognise these shapes on everyday items and in their environment.</p>			<p><b>MSS</b> – Children learn that squares and rectangles have 4 straight sides and 4 corners. They recognise these shapes on everyday items and in their environment. <b>Time</b> – Children talk about night and day, order key events and use language to describe when. Children will measure time in simple ways.</p>			
<p>Mastering Number Wk 6 <b>Children will:</b></p> <ul style="list-style-type: none"> <li>Reinforce their understanding of cardinality</li> <li>they will further practise their 1:1 correspondence skill, by counting numbers at the same time as moving or tagging objects.</li> </ul>	<p>Mastering Number Wk 7 <b>Children will:</b></p> <ul style="list-style-type: none"> <li>compare the number of objects in 2 sets by matching them 1:1</li> <li>recognise when quantities are equal</li> <li>recognise when there is more in one group and fewer in another</li> </ul>	<p>Mastering Number Wk 8 <b>Children will:</b></p> <ul style="list-style-type: none"> <li>Understand that whole things are made up of smaller parts</li> <li>Understand that the whole is bigger than its parts</li> </ul>	<p>Mastering Number Wk 9 <b>Children will:</b></p> <ul style="list-style-type: none"> <li>Investigate the composition of 3, 4 and 5.</li> <li>Compose and decompose these numbers</li> </ul>	<p>Mastering Number Wk 10 <b>Children will:</b></p> <ul style="list-style-type: none"> <li>Continue to develop 1:1 correspondence</li> <li>Count how many in a set and know the last number is how many.</li> <li>Count abstract things such as jumps, claps etc.</li> <li>Children will count verbally to numbers larger than 20.</li> </ul>	<p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>Recognise numerals to 5.</li> <li>Match quantity with numeral.</li> </ul>	<p><b>Consolidation:</b> Counting to 5. Recognising numerals to 5. 1:1 correspondence.</p>

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Spring 1					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p><b>MSS</b> – Compare Mass – Children will make direct comparisons of weight by holding items to estimate which feels the heaviest and can use scales to check. They will use the language of heavy, heavier than, heaviest, light, lighter than, lightest.</p> <p><b>MSS</b> - Capacity – Children will build on their knowledge of capacity. They will use different sized and shaped containers to investigate full, half full, nearly full and nearly empty. They will use the language of tall, thin, narrow, wide and shallow in relation to the containers.</p>			<p><b>MSS</b> – Length and Height – Children will use language to describe length and height; tall, taller shorter, long, longer, wider and narrower. Children will make indirect comparisons using objects just as blocks or cubes.</p>		
<p>Mastering Number Wk 11</p> <p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>• use their fingers to quickly show quantities on 1 hand</li> <li>• recognise the numerals 1–5</li> <li>• begin to develop their conceptual subitising skills with linear and paired arrangements of up to 5 dots.</li> <li>• Match numerals to arrangements</li> <li>• Recognise and describe die arrangements</li> </ul>	<p>Mastering Number Wk 12</p> <p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>• Recognise and order numerals and quantities 1-5</li> <li>• Match quantities to numerals</li> <li>• Recognise the staircase pattern and that each number is one more.</li> <li>• Notice when we have one more</li> </ul>	<p>Mastering Number Wk 13</p> <p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>• Show numbers to 5 using fingers</li> <li>• See that 5 can be partitioned in different ways</li> <li>• To explain what parts are</li> <li>• Use what they know about 5 to work out a hidden number</li> </ul>	<p>Mastering Number Wk 14</p> <p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>• See that there are 5 dots on a die pattern</li> <li>• Count out 6 and 7 objects</li> <li>• Represent 4 in different ways on a die frame</li> <li>• Use fingers and die frame to represent 6 as 5 and one more, 7 as 5 and 2 more</li> </ul>	<p>Mastering Number Wk 15</p> <p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>• Use ‘more than’ and ‘fewer than’ to describe quantities</li> <li>• Say when someone has more or fewer</li> <li>• Say when they have an equal number in 2 sets</li> </ul>	<p>Consolidation</p> <p>Intervention and Challenge:</p> <p>Provide intervention for those children who need further work on partitioning 6 and 7 and recognising equal groups.</p>
Spring 2					
Week 1	Week 2	Week 3	Week 4	Week 5	
<p><b>MSS</b> – Time – children will continue to order and sequence important times in their day and use language such as now, before, after, soon, after, then and next to describe when events happen. They will begin to use the language of days of the week including yesterday, tomorrow and today. They will also talk about significant events in their lives.</p>			<p><b>MSS</b> – 3d Shapes – children will explore and manipulate 3d shapes within the environment – they will explore which shapes stack or roll. Children will be introduced to the names of shapes and begin to discuss the similarities and differences.</p>		
<p>Mastering Number Wk 16</p> <p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>• Practice counting aloud</li> <li>• Explore and describe ‘5 and a bit’ to make numbers 6-10</li> <li>• Investigate 1 more/less</li> <li>• Order numbers 1-10</li> </ul>	<p>Mastering Number Wk 17</p> <p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>• Subitise arrangements of 6 and not 6</li> <li>• Represent and order numbers to 8.</li> <li>• Reason about which numbers are ‘more than’ others</li> </ul>	<p>Mastering Number Wk 18</p> <p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>• Use conceptual subitising to describe parts of a set.</li> <li>• Investigate ways of making 7 with two parts</li> <li>• Notice 7 and not 7</li> </ul>	<p>Mastering Number Wk 19</p> <p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>• Use conceptual subitising to derive dice patterns to 8.</li> <li>• Use fingers and objects to show doubles</li> <li>• Use language of doubles</li> <li>• Notice when a pattern is double and not double</li> </ul>	<p>Mastering Number Wk 20</p> <p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>• Use practical contexts to sort objects according to different criteria.</li> <li>• Notice different attributes such as colour, size or function.</li> <li>• Develop their own criteria for sorting.</li> </ul>	

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Summer 1					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>MSS – Spatial Reasoning</b> – Children will explore rotating shapes to full a given shape through jigsaws and shape puzzles. They will use shapes to make arrangements and use positional language to describe where the shapes are in relation to one another.			<b>MSS – Spatial Reasoning</b> – children understand that shapes can be combined and separated to make new shapes.		
Mastering Number Wk 21 <b>Children will:</b> <ul style="list-style-type: none"> <li>• Count things that cannot be counted</li> <li>• Practise counting larger sets by moving objects</li> <li>• Count on from a given number</li> </ul>	Mastering Number Wk 22 <b>Children will:</b> <ul style="list-style-type: none"> <li>• Visualise, make and describe spatial arrangements of 6.</li> <li>• Subitise to 6</li> <li>• Listen and count sounds</li> <li>• Recognise double patterns</li> </ul>	Mastering Number Wk 23 <b>Children will:</b> <ul style="list-style-type: none"> <li>• Make double patterns using fingers</li> <li>• Use fingers to represent numbers to 5</li> <li>• Represent numbers to 5 through drawing</li> <li>• Use a tens frame to show numbers to 5.</li> </ul>	Mastering Number Wk 24 <b>Children will:</b> <ul style="list-style-type: none"> <li>• Show quantities to 10 using a tens frame</li> <li>• Match tens frames, finger patterns and numerals to 10</li> <li>• Explore ways to make 10</li> <li>• Know when to subitise and when to count</li> </ul>	Mastering Number Wk 25 <b>Children will:</b> <ul style="list-style-type: none"> <li>• Identify missing numbers</li> <li>• Order numbers to 10</li> <li>• Explore numbers on a number track</li> <li>• Identify ‘more than’ and ‘less than’ using a number track.</li> <li>• Understand rules for linear track games</li> </ul>	Consolidation  Intervention and Challenge:  Provide intervention for those children who need to secure numbers to 10.
Summer 2					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6 – 7
<b>MSS – Spatial Reasoning</b> – children observe and replicate simple constructions, models and place using a range of shapes and materials.			<b>MSS – Spatial Mapping</b> – children will design an obstacle course; drawing a map checking where things need to be in relation to others.		
Mastering Number Wk 26  <b>Children will begin to use a rekenrek to explore numbers to 10.</b>	<b>Mastering Number 27-30</b>  <b>Review and assess for ELG</b> Have a deep understanding of number to 10, including composition of each number. Subitise to 5. Automatically recall number bonds to 5 and some to 10 including doubles. Verbally count beyond 20 recognising pattern. Compare quantities to 10 recognising greater/less/equal. Explore patterns within numbers to 10 including even and odds doubles and distributing evenly.				