Mastering Number at Rotherfield

Reception Overview

Autumn Weeks 1 – 12	Spring Weeks 13 - 24	Summer Weeks 25 - 36
Pupils will build on previous experiences of number, and further develop their subitising and counting skills. They will explore the composition of numbers within 5, and connect the concept of 'parts' and 'whole' to objects and number. They will develop skills in noticing and visualising and begin to compare sets of objects and use the language of comparison. As they move themselves through space, they will develop their understanding of relevant spatial language. **Pupils will:** • identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured,	Pupils will continue to develop skills in noticing and visualising; sorting shapes according to their attributes. They will develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to explore and identify when objects or sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals. **Pupils will:** • continue to notice similarities and differences • identify and describe some 2d and 3d shapes • continue to develop their subitising skills for numbers within and beyond	Pupils will continue to develop their skills in noticing and visualising, when engaging with pattern work. They will apply their understanding of equal/not equal and prepositional language when working with a range of measures. They will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. Pupils will secure knowledge of number facts through varied practice. **Pupils will:** • explore a range of pattern making skills, copying, continuing and creating their own patterns • continue to develop their counting skills, counting larger sets as well as counting actions and sounds

including using the Hungarian number frame • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers 'hiding' inside larger numbers • connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers • hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number • develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that	5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5 • explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame • focus on equal and unequal, initially with blocks and then when comparing numbers up to 10. • understand that two equal groups can be called a 'double' and connect this to finger patterns • sort odd and even numbers according to their 'shape' • continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern • order numbers and play track games	• explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • compare lengths, heights and mass, noticing similarities and differences and using prepositional language to describe these • compare quantities and numbers, including sets of objects which have different attributes • continue to develop a sense of magnitude, e.g., knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 • begin to generalise about 'one more than' and 'one less than' numbers within 10 • continue to identify when sets can be subitised and when counting is necessary • develop conceptual subitising skills including when using a rekenrek.

anything can be counted, including actions and sounds • compare sets of objects by matching • begin to develop the language of 'whole' and 'parts' when talking about objects and numbers • use gestures to develop their understanding and use of a range of spatial language, including the prepositions: in, on, under, next to, between, in front of, and behind, and language related to movement, including: turn, flip.	• join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers.	

Number-based content

- 26 weeks of content
- Builds progressively across the year

Spatial reasoning content

- 6 areas of content → 6 weeks
- Designed to support and enhance deep mathematical understanding
- Guidance for sessions that can be split over several weeks at different times in the year, or repeated with different contexts

Summer term assessment

- 6 weeks of materials
- Designed to support your decisions around the maths Early Learning Goals

Autumn term

Autumn 1	Week 1	Week 2	Week 3	Week 4	Week 5 Area 1	Week 6
Focus	**Subitising**	**Counting, ordinality and cardinality**	**Composition**	**Subitising**	**Moving through space**	**Comparison**
Set 1	Subitise within 3	Focus on counting skills	Explore how all numbers are made of 1s Focus on the composition of 3 and 4	Subitise objects and sounds	Develop spatial understanding, using prepositional language and gestures	Compare sets – 'just by looking' Use the language of comparison: *more than* and *fewer than*
Autumn 2	**Week 7**	**Week 8**	**Week 9**	**Week 10 Area 2**	**Week 11**	**Week 12**
Focus	**Counting, ordinality and cardinality**	**Comparison**	**Composition**	**Noticing and visualising**	**Composition**	**Counting, ordinality and cardinality**
Set 2	Focus on counting skills Focus on the 'five-ness of 5' using one hand and the die pattern for 5	Compare sets – by matching Use the language of comparison: *more than, fewer than, an equal number*	Explore the concept of 'whole' and 'part'	Practical exploration of 'parts' and 'wholes' Focus on matching, turning and flipping	Focus on the composition of 3, 4 and 5	Practise object counting skills Match numerals to quantities within 10 Verbal counting beyond 20

Spring term

Spring 1	Week 13	Week 14	Week 15	Week 16 Area 3	Week 17	Week 18
Focus	**Subitising**	**Counting, ordinality and cardinality**	**Composition**	**Block play**	**Composition**	**Comparison**
Set 3	Subitise within 5, focusing on die patterns Match numerals to quantities within 5	Counting – focus on ordinality and the 'staircase' pattern See that each number is '1 more' than the previous number	Focus on 5	Compose 3D constructions Explore difference and equivalence	Focus on 6 and 7 as '5 and a bit'	Compare sets and use the language of comparison: *more than, fewer than, an equal number to* Make unequal sets equal
Spring 2	**Week 19**	**Week 20**	**Week 21 Area 4**	**Week 22**	**Week 23**	**Week 24**
Focus	**Counting, ordinality and cardinality**	**Comparison**	**Shape**	**Composition**	**Composition**	**Composition**
Set 4	Focus on the 'staircase' pattern and ordering numbers	Focus on the ordering of numbers to 8 Use the language of *less than*	Sort and classify 2D shapes Compose pictures with shapes	Focus on 7	Doubles – explore how some numbers can be made with 2 equal parts	Sort numbers according to attributes – odd and even numbers

Summer term

Summer 1	Week 25 Area 5	Week 26	Week 27	Week 28	Week 29	Week 30	
Focus	**Pattern**	**Counting, ordinality and cardinality**	**Subitising**	**Composition**	**Composition**	**Comparison**	
Set 5	Patterns – focus on copying, continuing and creating	Counting – focus on larger sets and things that cannot be seen	Subitise to 6, including in structured arrangements	Composition – '5 and a bit'	Composition of 10	Comparison – linked to ordinality Play track games	
Summer 2	**Week 31** **Area 6**	**Week 32**	**Week 33** Review and assess	**Week 34** Review and assess	**Week 35** Review and assess	**Week 36** Review and assess	**Week 37** Review and assess
Focus	**Measure**	**Subitising**					
Set 6	Make connections in meaningful contexts	Subitise to 5 Introduce the rekenrek	Automatic recall of bonds to 5	Composition of numbers to 10	Comparison	Number patterns	Counting