

Reception Class: Yearly Maths Overview – 2022-2023

Area of learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Subitising	<p>Perceptually subitise within 3 Identify sub-groups in larger arrangements Create their own patterns for numbers within 4</p> <p>Practise using their fingers to represent quantities which they can subitise Experience subitising in a range of contexts, including temporal patterns made by sounds.</p>	<p>Continue from first half-term Subitise within 5, perceptually and conceptually, depending on the arrangements.</p>	<p>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.</p>	<p>Explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'.</p>	<p>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</p>	<p>In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers in preparation for Year 1</p>
Cardinality, ordinality and counting	<p>Relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set Have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song</p>	<p>Relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set Have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song</p>	<p>Continue to develop verbal counting to 20 and beyond Continue to develop object counting skills, using a range of strategies to develop accurate Continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10</p>	<p>Continue to consolidate their understanding of cardinality, working with larger numbers within 10 Become more familiar with the counting pattern beyond 20.</p>	<p>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.</p>	<p>In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers in preparation for Year 1</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>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>Order numbers, linking cardinal and ordinal representations of number.</p>			
Composition	<p>See that all numbers can be made of 1s</p> <p>Compose their own collections within 4.</p>	<p>Explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot</p> <p>Explore the composition of numbers within 5.</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>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>Explore the composition of 10.</p>	<p>In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers in preparation for Year 1</p>
Comparison	<p>Understand that sets can be compared according to a range of attributes, including by their numerosity</p>	<p>Compare sets using a variety of strategies, including 'just by looking', by subitising and by matching</p>	<p>Continue to compare sets using the language of comparison, and play</p>	<p>Compare numbers, reasoning about which is more, using both an understanding of the</p>	<p>Order sets of objects, linking this to their understanding of the ordinal number system.</p>	<p>In this half-term, the children will consolidate their understanding of concepts previously</p>

	Use the language of comparison, including 'more than' and 'fewer than' Compare sets 'just by looking'.	Compare sets 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.	games which involve comparing sets Continue to compare sets by matching, identifying when sets are equal Explore ways of making unequal sets equal	'howmanyness' of a number, and its position in the number system		taught through working in a variety of contexts and with different numbers in preparation for Year 1
Geometry	Recognise and explore the properties of circles, triangles, squares and rectangles.		Extend and create ABAB patterns.			Exploring patterns select, rotate and manipulate shapes in order to develop spatial reasoning skills
Measurement		Use prepositional language Explore and create timelines.			Explore and compare length, weight and capacity.	