Mathematics

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**Mathematics- Reception**

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| Maths | Reception | Development Matters (Reception) | **Number**Children will identify when a set can be subitised and when counting is needed. Children will subitise different arrangements, both unstructured and structured, including using the Hungarian number frame. Children will make different arrangements of numbers within 5 and talk about what they can see. Children will spot smaller numbers ‘hiding’ inside larger numbers. Children will connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers. Children will hear and join in with the counting sequence, and connect this to the staircase pattern of the counting numbers.Children will know that the last number in the count tells us ‘how many’ (cardinality).Children will know that to count accurately, each thing must be counted once and once obly and in any order.Children will understand the need for 1:1 correspondence. Children will understand that anything can be counted, including actions and sounds. Children will compare sets of objects by matching. Children will begin to develop the language of ‘whole’ when talking about objects which have parts. **Shape, Space and Measure****Pattern**Children will continue an AB PatternChildren will copy an AB patternChildren will make their own AB patternChildren will be able to spot an error in an AB patternChildren will be able to identify the unit of repeat in a pattern**Measure**Children will be able to recognise attributes, e.g.- the stick is long, the grown up is tall. Children will be able to compare amounts of continuous quantities. **Shape and Space**Children will begin to develop spatial awareness, experiencing different viewpoints.  | **Number**Children will continue to develop their subitising skills fpr numbers within and beyond 5.Children will begin to connect quantities to numerals. Children will begin to identify missing parts for numbers within 5.Children will explore the structure of the numbers 6 and 7 and ‘5 and a bit’ and connect finger patterns and the Hungarian number frame.Children will focus on equal and unequal groups when comparing numbers.Children will understand that two equal groups can be called a ‘double’ and connect this to finger patterns. Children will sort odd and even numbers according to their ‘shape’.Children will continue to develop their understanding of the counting sequence and link cardinality and ordinality through the ‘staircase’ pattern. Children will join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers. **Shape, Space and Measure****Pattern**Children will be able to continue an ABC patternChildren will be able to continue a pattern which ends mid-unitChildren will begin to make their own ABB, ABBC patternsChildren will be able to spot an error in an ABB pattern.  **Measure**Children will begin to show awareness of comparison when estimating and predicting measures. Children will begin to compare measures indirectly. Children will begin to recognise the relationship between the size and the number of units. **Shape and Space** Children will be able to represent spatial relationshipsChildren will be able to identify similarities between shapes | **Number**Children will count larger sets of objects as well as counting actions and sounds. Children will explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10 frame. Children will compare quantities and numbers including sets of objects which have different attributes. Children will develop a sense of ‘magnitude’ (e.g. knowing 8 is quite a lot more than 2, but 4 is only a little bit more.)Children will begin to generalise about ‘one more than’ and ‘one less than’ numbers within 10.Children will continue to identify when sets can be subitised and when counting is necessary.Children will develop conceptual subitising skills.**Numerical Patterns**Children will build and identify numbers to 20. Children will match patterns using tangrams and shapes. Children will equally share into two groups.**Shape, Space and Measure****Pattern**Children will be able to symbolise the unit structureChildren will be able to generalise structures to another context or modeChildren wil be able to make a pattern that repeats around a circleChildren will be able to make a pattern around a border with a fixed number of spacesChildren will be able to spot patterns around them **Measure**Children will begin to use units to compare thingsChildren will begin to use time language to sequence eventsChildren will begin to experience different time durations**Shape and Space** Children will begin to show awareness of the properties of shapes. Children will be able to describe the properties of shapesChildren will develop an awareness of the relationship between shapes  |
| **Number:** Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.**Numerical Patterns:** Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising 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. |