

ALP Trust Reception Yearly Maths Overview

Strand/ Half-term	Subitising	Cardinality, ordinality and counting	Composition	Comparison (inc Measures)	Pattern	Shape and Space
Reception 1 Children will:	<ul style="list-style-type: none"> perceptually subitise within 3 identify subgroups in larger arrangements create their own patterns for numbers within 4 practise using their fingers to represent quantities which they can subitise experience subitising in a range of contexts, including temporal patterns made by sounds. 	<ul style="list-style-type: none"> 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 (rote counting), including through rhyme and song have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting have opportunities to develop an understanding that anything can be counted, including actions and sounds explore a range of strategies which support accurate counting. 	<ul style="list-style-type: none"> see that all numbers can be made of 1s compose their own collections within 4. 	<ul style="list-style-type: none"> understand that sets can be compared according to a range of attributes, including by their numerosity use the language of comparison, including 'more than' and 'fewer than' compare sets 'just by looking'. 	<ul style="list-style-type: none"> Extend and create AB pattern of different type e.g. quantity, colour, orientation of objects, growing patterns (quantity increases each time) Make a specified pattern (make a green/yellow pattern) and Choose their own rule for a pattern and create it. Spot an error in an AB pattern Identify the unit of repeat e.g. spot a red/ blue pattern or a circle/triangle pattern. 	<ul style="list-style-type: none"> Children show increasing intentionality in selection of shapes e.g. using cylinders for shapes and purpose (they can roll) Children are increasingly familiar with and use language to describe the properties: curvedness, number of sides and corners (2D), faces, vertices, edges (3D), Children recognise triangles, rectangles in a range of representations and orientations (not always as regular shapes) Children know that a square is a type of rectangle. Select, rotate and manipulate shapes to develop spatial reasoning skills. (DM)
	<ul style="list-style-type: none"> continue from first half-term subitise within 5, perceptually and conceptually, depending on the arrangements. 	<ul style="list-style-type: none"> continue to develop their counting skills explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand begin to count beyond 5 begin to recognise numerals, relating these to quantities they can subitise and count. 	<ul style="list-style-type: none"> 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 explore the composition of numbers within 5. 	<ul style="list-style-type: none"> compare sets using a variety of strategies, including 'just by looking', by subitising and by matching 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. 		
	Subitising/ Number Pattern	Cardinality, ordinality and counting	Composition	Comparison (inc Measures)	Pattern	Shape and Space
Term 3 Spring 1	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> continue to develop verbal counting to 20 and beyond continue to develop object counting skills, using a range of strategies to develop accuracy continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10 order numbers, linking cardinal and ordinal representations of number. 	<ul style="list-style-type: none"> continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5 explore the composition of 6, linking this to familiar patterns, including symmetrical patterns begin to see that numbers within 10 can be composed of '5 and a bit'. 	<ul style="list-style-type: none"> continue to compare sets using the language of comparison, and play games which involve comparing sets continue to compare sets by matching, identifying when sets are equal explore ways of making unequal sets equal. 	<ul style="list-style-type: none"> Continue an ABC pattern. Continue an ABB pattern. Continue an AABB pattern. Continue an ABBC pattern. Continue the pattern at least 3 times. Identify the rule of the pattern. 	<ul style="list-style-type: none"> Children are increasingly familiar with and use language to describe the properties: curvedness, number of sides and corners (2D), faces, vertices, edges (3D), Children recognise and use informal language to describe the properties/ differences of triangles and rectangles in a range of representations and orientations (not always as regular shapes) e.g. pointy, thin, fat Children know that a square is a type of rectangle. Children are exposed to equal sides, parallel sides,
	<ul style="list-style-type: none"> explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'. 	<ul style="list-style-type: none"> continue to consolidate their understanding of cardinality, working with larger numbers within 10 	<ul style="list-style-type: none"> explore the composition of odd and even numbers, looking at the 'shape' of these numbers begin to link even numbers to doubles 	<ul style="list-style-type: none"> compare numbers, reasoning about which is more, using both an understanding of the 'howmany'ness' of a number, and its position in the number system. 		

		<ul style="list-style-type: none"> become more familiar with the counting pattern beyond 20. 	<ul style="list-style-type: none"> begin to explore the composition of numbers within 10. 			
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Term 5 Summer 1	<ul style="list-style-type: none"> 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 subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10 be encouraged to identify when it is appropriate to count and when groups can be subitised. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> explore the composition of 10. 	<ul style="list-style-type: none"> order sets of objects, linking this to their understanding of the ordinal number system. 	<ul style="list-style-type: none"> Make their own ABB, AABB, ABBC pattern Describe the rule of their pattern. Spot an error in an ABB pattern and correct it. 	<ul style="list-style-type: none"> Children are increasingly familiar with properties: curvedness, number of sides and corners (2D), faces, vertices, edges (3D), equal sides, parallel sides, right angles, 2D shapes as faces of 3D shapes. Children are exposed to right angles Children begin to spot shapes within shapes e.g. 2D shapes as faces of 3D shape, folding and cutting to make different shapes, combining shapes to make pictures/ models e.g rectangle and triangles to represent a tent (pattern boards)
	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.					