



Reception Maths coverage

- All 3-4 years and 4-5 years AREs from new EYFS curriculum are covered and learning outcomes for Number and Calculations are revisited and consolidated, including opportunities for 'Reasoning, Problem-Solving and Applying' at the end of each half term from Autumn 2 onwards.
- Up until the end of Spring 1 each week will begin with a number focus teach in order to explore the composition of numbers to their maximum extent through recognition, counting, ordering and subitising. This will be reinforced through OMS each day and will thus provide a secure grounding in terms of understanding what a number/amount comprises of and recognising appropriate number bonds.
- From Spring 2 onwards OMS will relate to either new learning, link to the main lesson, reasoning, misconceptions or consolidation of skills.
- Autumn Term is heavily-weighted with 'Number' and 'Calculations' skills with a balance from then onwards including elements of numerical patterns, shapes and measures. Coverage of 'Positional Language' will be taught through Communication and Language sessions.

| | W1 | W2 | W3 | W4 | W5 | W6 | W7 |
|----------|---|--|---|--|--|---|---|
| AUTUMN 1 | *Baseline (Statutory) | *Baseline (Statutory) | Baseline (In House) | OMS: Numbers 1, 2, 3 3-4:Fast recognition to 3 4-5: Begin to subitise | OMS: Numbers to 3 3-4:Fast recognition to 3 4-5: Begin to subitise | OMS: Number 4 4-5: Begin to subitise | OMS: Number 5 4-5: Begin to subitise |
| | <u>Counting/reciting and recognising numerals.</u> | <u>Number Symbols/Recognising Numerals</u> | <u>Counting in ones/ Counting beyond 10 (HA)</u> | <u>Number symbols/Cardinal Values</u> | <u>Ordering Numbers</u> | <u>Comparing Numbers/Amounts (More and Less)</u> | <u>Comparing Numbers/Amounts (More and Less)</u> |
| | 3-4: Say one number for each item in order 1,2,3,4,5. | 3-4: Say one number for each item in order 1,2,3,4,5 3-4:Show finger numbers up to 5. | 3-4: Recite numbers past 5. 3-4:Show finger numbers up to 5. | 3-4: Know that the last number reached tells you how many there are in total. 3-4: Link numerals and amounts. | 3-4: Say one number for each item in order 1,2,3,4,5. | 3-4: Compare quantities using language 'more than, fewer than'. | 3-4: Compare quantities using language 'more than, fewer than'. |
| | 4-5: Count objects, actions and sounds. | 4-5: Link the number symbol (numeral) with its cardinal number value. | 4-5: Count objects, actions and sounds. 4-5: Count beyond ten. | 4-5: Link the number symbol (numeral) with its cardinal number value. | 4-5: Compare numbers. | 4-5: Compare numbers (vocab of more, less, equal). | 4-5: Compare numbers (vocab of more, less, equal). |

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| | W1 | W2 | W3 | W4 | W5 | W6 | W7 |
|-----------------|---|--|--|--|---|--|---|
| AUTUMN 2 | <p>OMS: Numbers to 5/Bonds 4-5: Begin to subitise <u>Addition/More Than (Practical)</u></p> <p>3-4: Compare quantities using language 'more than, 'fewer than'.</p> <p>4-5: Understand the 'one more than' relationship between consecutive numbers.</p> | <p>OMS: Numbers to 5/Bonds 4-5: Begin to subitise <u>Recognising/Properties 2D Shapes</u></p> <p>3-4: Talk about 2D shapes using informal and mathematical language.</p> <p>4-5: Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> | <p>OMS: Repeating Patterns <u>Repeating Patterns/Colours and Shapes</u></p> <p>3-4: Talk about and identify patterns around them. 3-4: Extend and create ABAB patterns – Noticing and correcting errors. 4-5: Continue, copy and create repeating patterns.</p> | <p>OMS: Intro to Addition <u>Addition/One More Than (Practical)</u></p> <p>3-4: Compare quantities using language 'more than'.</p> <p>4-5: Understand the 'one more than' relationship between consecutive numbers.</p> | <p>OMS: Intro to Subtraction <u>Subtraction/Less Than (Practical)</u></p> <p>3-4: Compare quantities using language 'fewer than'.</p> <p>4-5: Understand the 'one less than' relationship between consecutive numbers.</p> | <p>OMS: Consolidate <u>Subtraction/One Less Than (Practical)</u></p> <p>3-4: Compare quantities using language 'fewer than'.</p> <p>4-5: Understand the 'one less than' relationship between consecutive numbers.</p> | <p>OMS: Consolidate <u>Reasoning/Problem-Solving/Applying (Addition/Subtraction)</u></p> <p>3-4: Solve real world mathematical problems with numbers up to 5.</p> <p>4-5: Explore the composition of numbers up to 10.</p> |

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|-----------------|--|---|---|--|--|---|---|
| SPRING 1 | <p>OMS: Recap to 5 4-5: Begin to subitise <u>Subtraction/Practical (Recap)</u></p> <p>3-4: Compare quantities using language 'fewer than'.</p> <p>4-5: Understand the 'one less than' relationship between consecutive numbers.</p> | <p>OMS: Number 6 4-5: Begin to subitise <u>Recognising/Properties 3D Shapes</u></p> <p>3-4: Talk about 2D shapes using informal and mathematical language. 3-4: Select shapes appropriately for building.</p> <p>4-5: Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> | <p>OMS: Number 7 4-5: Begin to subitise <u>Nets of Shapes (R)</u></p> <p>3-4: Combine shapes to make new ones.</p> <p>4-5: Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p><u>Positional Language (N)</u> 3-4 Describe a familiar route. 3-4 Discuss routes and locations using words like 'in front of' and 'behind'.</p> | <p>OMS: Number 8 4-5: Begin to subitise <u>Weight</u></p> <p>3-4: Make comparisons between objects relating to weight.</p> <p>4-5: Compare length, weight and capacity.</p> | <p>OMS: Number 9 4-5: Begin to subitise <u>Number Bonds up to 5</u></p> <p>3-4: Develop fast recognition of up to 3 objects without counting (Subitising).</p> <p>4-5: Explore the composition of numbers up to 5. 4-5: Automatically recall numbers bonds 0-5.</p> | <p>OMS: Number 10 4-5: Begin to subitise <u>Number Bonds up to 5</u></p> <p>3-4: Develop fast recognition of up to 3 objects without counting (Subitising).</p> <p>4-5: Explore the composition of numbers up to 5. 4-5: Automatically recall numbers bonds 0-5.</p> | <p>OMS: Consolidate numbers - 6 to 10 <u>Reasoning/Problem-Solving/Applying</u></p> <p>3-4: Solve real world mathematical problems with numbers up to 5.</p> <p>4-5: Explore the composition of numbers up to 10.</p> |

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| SPRING 2 | <p><u>Halving/Sharing</u> (Practical Division/Shapes/ Sharing by 2)</p> <p>3-4: Solve real world mathematical problems with numbers up to 5.</p> <p>4-5: Explore the composition of numbers up to 10.</p> | <p><u>Odds and Evens</u></p> <p>3-4: Solve real world mathematical problems with numbers up to 5.</p> <p>4-5: Explore the composition of numbers up to 10.</p> | <p><u>Doubling</u></p> <p>3-4: Solve real world mathematical problems with numbers up to 5.</p> <p>4-5: Explore the composition of numbers up to 10.</p> | <p><u>Length</u></p> <p>3-4: Make comparisons between objects relating to size and weight.</p> <p>4-5: Compare length, weight and capacity.</p> | <p><u>Number Bonds 6-10</u></p> <p>3-4: Develop fast recognition of objects without counting (Subitising).</p> <p>4-5: Explore the composition of numbers up to 10. 4-5: Automatically recall numbers bonds 0-10.</p> | <p><u>Number Bonds 6-10</u></p> <p>3-4: Develop fast recognition of objects without counting (Subitising).</p> <p>4-5: Explore the composition of numbers up to 10. 4-5: Automatically recall numbers bonds 0-10.</p> | <p><u>Reasoning/Problem-Solving/Applying</u></p> <p>3-4: Solve real world mathematical problems with numbers up to 5.</p> <p>4-5: Explore the composition of numbers up to 10.</p> |

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|-----------------|--|--|---|---|--|---|---|
| SUMMER 1 | <p><u>Time/Ordering Familiar Events</u></p> <p>3-4: Begin to describe a sequence of events.</p> | <p><u>Money – Addition</u></p> <p>3-4: Know that the number reached when counting tells you how many there are in total.</p> <p>4-5: Explore the composition of numbers up to 10.</p> | <p><u>Capacity</u></p> <p>3-4: Make comparisons between objects relating to capacity.</p> <p>4-5: Compare length, weight and capacity.</p> | <p><u>Addition (Practical/Formal)</u></p> <p>3-4: Know that the number reached when counting tells you how many there are in total.</p> <p>4-5: Explore the composition of numbers up to 10.</p> | <p><u>Subtraction (Practical/Formal)</u></p> <p>3-4: Know that the number reached when counting tells you how many there are in total.</p> <p>4-5: Explore the composition of numbers up to 10.</p> | <p><u>Height</u></p> <p>3-4: Make comparisons between objects relating to size.</p> <p>4-5: Compare length, weight and capacity.</p> | <p><u>Reasoning/Problem-Solving/Applying</u></p> <p>3-4: Solve real world mathematical problems with numbers up to 5.</p> <p>4-5: Explore the composition of numbers up to 10.</p> |

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| SUMMER 2 | <p><u>Repeating Patterns – Numbers</u></p> <p>3-4: Extend and create ABAB patterns – Noticing and correcting errors.</p> | <p><u>Counting in groups/Steps (2,5 and 10)</u></p> <p>3-4: Recite numbers past 5.</p> | <p><u>Counting in Groups (Practical Multiplication)</u></p> <p>3-4: Know that the number reached when counting tells you how many there are in total.</p> | <p><u>Teen Numbers</u></p> | <p><u>Formal Addition</u></p> <p>3-4: Compare quantities using language 'more than'. 3-4: Know that the number reached when counting tells you how many there are in total.</p> | <p><u>Formal Subtraction</u></p> <p>3-4: Compare quantities using language 'fewer than'. 3-4: Know that the number reached when counting tells you how many there are in total.</p> | <p><u>Reasoning/Problem-Solving/Applying</u></p> <p>3-4: Solve real world mathematical problems with numbers up to 5.</p> |



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| | 4-5: Continue, copy and create repeating patterns. | 4-5: Count objects, actions and sounds 4-5: Count beyond 10. | 4-5: Count objects, actions and sounds. 4-5: Count beyond 10. | 4-5: Count beyond 10 (Numeral recognition beyond 10). | 4-5: Explore the composition of numbers up to 10. | 4-5: Explore the composition of numbers up to 10. | 4-5: Explore the composition of numbers up to 10. |
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