|  |
| --- |
| **Developing a strong grounding in number is essential so that all children develop****the necessary building blocks to excel mathematically. Children should be able to****count confidently, develop a deep understanding of the numbers to 10, the****relationships between them and the patterns within those numbers. By providing****frequent and varied opportunities to build and apply this understanding - such as****using manipulatives, including small pebbles and tens frames for organising****counting - children will develop a secure base of knowledge and vocabulary from****which mastery of mathematics is built. In addition, it is important that the****curriculum includes rich opportunities for children to develop their spatial****reasoning skills across all areas of mathematics including shape, space and****measures. It is important that children develop positive attitudes and interests in****mathematics, look for patterns and relationships, spot connections, ‘have a go’,****talk to adults and peers about what they notice and not be afraid to make****mistakes.** |

**Reception Curriculum 2021/ 2022 – Mathematics**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
|  | Welcome to Reception! | Celebrations | Traditional Tales | Where we live | The Rainforest | Castles |
| **Numbers** | Count to 5Solve problems with numbers up to 5.Identify when a small quantity is the same. Sequence digits 1-5Represent quantities to 5 in different ways.  | Find one more and one fewer than a given number. Form numerals 1-5.Begin to find different ways to find a total up to 5. Simple addition to 5. Begin to subitise up to 5. | Count to 10 forwards and backwards.Form numerals to 10.Match quantities to numerals to 10.Represent quantities to 10 in different ways.  |  | Use counting on to add.Find 1 more and 1 less up to 10. |  |
| **Numerical Patterns**  | Compare quantities up to 5.Recognise when one quantity is greater than, less than or the same as the other quantity. | Strengthen understanding of more and fewer. | Solve problems with numbers up to 10.Make number stories.Solve simple addition problems.Begin to investigate simple number bonds. | Investigate number bonds to 10. | Use number bonds for addition and subtraction. Sequence numbers 11-20.Verbally count beyond 20.Find 1 more and 1 less than numbers to 20.Find doubles and halves.  | Recognise odd and even numbers.Use own ideas to solve problems.Think of different solutions to problems. Look at how quantities can be distributed equally. |
| **Shape, space and measure** | Continue and make AB repeating patternsSorting and matching.Sequence simple events, including daily activities.  | Recognise and describe flat 2D shapes.Construct 2D shapes in different ways. Describe the position of an object. |  | Create and continue ABC patterns. Describe patterns using mathematical language. Investigate different ways of measuring. Measure using a ruler.Describe capacity.Recognise and describe 3D shapes. |  | Compare masses.Compare capacities.Recognise coinsSolve simple money problems.Use pictograms  |