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| **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**

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|  | **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 5  Solve problems with numbers up to 5.  Identify when a small quantity is the same.  Sequence digits 1-5  Represent 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 patterns  Sorting 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 coins  Solve simple money problems.  Use pictograms |