AUDLEY INFANT SCHOOL

RECEPTION MATHS OVERVIEW – WHITE ROSE MATHS

	1	2	3	4	5	6	7	8	9	10	11	12
Autumn	**Baseline** **Settling In**		**Match, Sort & Compare** • **Match & Sort** • **Compare Amounts** NUMBER • Compare quantities using language: 'more than', 'fewer than'. • Count objects, actions and sounds. • Subitise. • Link the number symbol (numeral) with its cardinal number value. • Count beyond ten. • Compare numbers		**Measure & Patterns** • **Compare Size, Mass & Capacity** • **Exploring Pattern** NUMERICAL PATTERNS • Make comparisons between objects relating to size, length, weight and capacity. • Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. • Use informal language like 'pointy', 'spotty', 'blobs' etc. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. • Continue, copy and create repeating patterns. • Compare length, weight and capacity.		**It's Me 1 2 3!** • **Representing 1, 2, 3** • **Comparing 1, 2, 3** • **Composition of 1, 2, 3** NUMBER • Fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Count objects, actions and sounds. • Subitise. • Link the number symbol (numeral) with its cardinal number value. • Count beyond ten. • Compare numbers.		**Circles & Triangles** • **Circles & Triangles** • **Positional Language** NUMERICAL PATTERNS • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. • Understand position through words alone – for example, "The bag is under the table," – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'. • Select, rotate and manipulate shapes in order to develop spatial reasoning skills. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.			**1, 2, 3, 4, 5** • **Find, Subitise and Represent 4 & 5** • **1 More and 1 Less** • **Composition of 4 & 5** • **Composition of 1-5** NUMBER • Fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5 • Compare quantities using language: 'more than', 'fewer than'. • Count objects, actions and sounds. • Subitise. • Link the number symbol (numeral) with its cardinal number value. • Count beyond ten. • Compare numbers. • Understand the 'one more than/one less than' relationship between consecutive numbers.		**Shapes with 4 Sides** • **Identify & Name Shapes with 4 Sides** • **Combine Shapes with 4 Sides** • **Shapes in the Environment** NUMERICAL PATTERNS • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. • Select, rotate and manipulate shapes in order to develop spatial reasoning skills. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.

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RECEPTION MATHS OVERVIEW – WHITE ROSE MATHS

	1	2	3	4	5	6	7	8	9	10	11	12
Spring	Alive in 5! • **Introducing Zero** • **Find 0-5** • **Represent & Subitise 0 to 5** • **1 more & 1 less** • **Composition** • **Conceptual subitising to 5** NUMBER • Fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Count objects, actions and sounds. • Subitise. • Link the number symbol (numeral) with its cardinal number value. • Count beyond ten. • Compare numbers. • Understand the 'one more than/one less than' relationship between consecutive numbers.		Mass & Capacity • **Compare Mass** • **Find a Balance** • **Explore & Compare Capacity** NUMERICAL PATTERNS • Make comparisons between objects relating to size, length, weight and capacity. • Compare length, weight and capacity	Growing 6, 7, 8 • **Find & Represent 6, 7, 8** • **1 More/Less** • **Composition of 6, 7, 8** • **Make Pairs – Odd & Even** • **Find and Make a Double to 8** • **Combine 2 Groups** • **Conceptual Subitising** NUMBER • Fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Count objects, actions and sounds. • Subitise. • Link the number symbol (numeral) with its cardinal number value. • Count beyond ten. • Compare numbers. • Understand the 'one more than/one less than' relationship between consecutive numbers. • Explore the composition of numbers to 10.		Length, Height & Time • **Explore & Compare Length** • **Explore & Compare Height** • **Talk About Time** • **Order & Sequence Time** NUMERICAL PATTERNS • Make comparisons between objects relating to size, length, weight and capacity. • Compare length, weight and capacity		Building 9 & 10 • **Find 9 & 10** • **Compare Numbers to 10** • **Represent 9 & 10** • **1 More/1 Less** • **Composition to 10** • **Bonds to 10 (2 Parts)** • **Make Arrangements of 10** • **Bonds to 10 (3 Parts)** • **Find and Make a Double to 10** • **Explore Odd & Even** NUMBER • Fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Count objects, actions and sounds. • Subitise. • Link the number symbol (numeral) with its cardinal number value. • Count beyond ten. • Compare numbers. • Understand the 'one more than/one less than' relationship between consecutive numbers. • Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0–10.			Explore 3D Shapes • **Recognise & Name 3D Shapes** • **Find 2D Shapes Within 3D Shapes** • **Use 3D Shapes for Tasks** • **3D Shapes in the Environment** • **Identify More Complex Patterns** • **Copy & Continue Patterns** • **Patterns in the Environment** NUMERICAL PATTERNS • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. • Continue, copy and create repeating patterns. • Select, rotate and manipulate shapes in order to develop spatial reasoning skills. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.	

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RECEPTION MATHS OVERVIEW – WHITE ROSE MATHS

	1	2	3	4	5	6	7	8	9	10	11	12
Summer	To 20 and Beyond • **Build Numbers Beyond 10 (10-13)** • **Continue Patterns Beyond 10 (10-13)** • **Build Numbers Beyond 10 (14-20)** • **Continue Patterns Beyond 10 (14-20)** • **Verbal Counting Beyond 20** • **Verbal Counting Patterns** NUMBER • Count objects, actions and sounds. • Subitise. • Link the number symbol (numeral) with its cardinal number value. • Count beyond ten. • Compare numbers. • Understand the 'one more than/one less than' relationship between consecutive numbers • Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0–10. • *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.* • *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.*		How Many Now? • **Add More** • **How Many Did I Add?** • **Take Away** • **How many Did I Take Away?** NUMBER • Count objects, actions and sounds. • Subitise. • Link the number symbol (numeral) with its cardinal number value. • Count beyond ten. • Compare numbers. • Understand the 'one more than/one less than' relationship between consecutive numbers • Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0–10. • *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.*		Manipulate, Compose & Decompose • **Select Shapes for a Purpose** • **Rotate & Manipulate Shapes** • **Explain Shape Arrangements** • **Compose & Decompose Shapes** • **Copy 2D Shape Pictures** • **Find 2D Shapes within 3D Shapes** NUMERICAL PATTERNS • Select, rotate and manipulate shapes in order to develop spatial reasoning skills. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.		Sharing & Grouping • **Explore Sharing** • **Sharing** • **Explore Grouping** • **Grouping** • **Even & Odd Sharing** • **Play with & Build Doubles** NUMBER • Count objects, actions and sounds. • Count beyond ten. • Compare numbers. • *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.* • *Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.*			Visualise, Build & Map • **Identify Units of Repeating Patterns** • **Create & Explore Own Pattern Rules** • **Replicate & Build Scenes and Constructions** • **Visualise from Different Positions** • **Describe Positions** • **Give Instructions to Build** • **Explore Mapping** • **Represent Maps with Models** • **Create Own Mas & Plans from Familiar Places and Story Situations** NUMERICAL PATTERNS • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. • Select, rotate and manipulate shapes in order to develop spatial reasoning skills. • Continue, copy and create repeating patterns.			Make Connections • **Deepen Understanding** • **Patterns and Relationships** 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.*	CONSOLIDATION

Assessment will take place throughout the year – On entry, Nov, Feb, April, June – dates are decided at the beginning of each academic year