



Nursery

Autumn Term

Taught through Master the Curriculum (3 x per week) alongside small group tasks and activities in continuous provision

Pupils will build on previous experiences of number from their home and nursery environments, and further develop their recognition of colour. They will then explore making matching and sorting objects. They will explore number and subitising before moving on the exploring patterns.

Pupils will:

- explore colour and colour mixing
- make comparisons between objects according to size
- compare sizes using gestures and language: 'bigger/little/small'
- develop fast recognition of up to 3 objects, without having to count them individually ('subitising')
- say one number for each item in order: 1,2
- know that the last number reached when counting a small set of objects tells you how many there are in total
- show 'finger numbers' up to 2
- extend and create ABAB patterns – stick, leaf, stick, leaf.
- notice and correct an error in a repeating pattern.

Nursery Spring Term

Taught through Master the Curriculum (3 x per week) alongside small group tasks and activities in continuous provision

Pupils will continue their work on number recognition, subitising and counting, focusing on the numbers 3, 4, 5 and 6. They will then move on to making comparisons between objects relating to size, length, weight and capacity.

Pupils will:

- say one number for each item in order: 1,2,3,4,5,6
- link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 6.
- experiment with their own symbols and marks as well as numerals.
- 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'
- recite numbers past 5
- link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5
- make comparisons between objects relating to size, length, weight and capacity



Nursery Summer Term

Taught through Master the Curriculum (3 x per week) alongside small group tasks and activities in continuous provision

Pupils will begin to sequence events, before building on their knowledge of positional language . They will then further develop their knowledge of comparison, using appropriate language and will also explore 2D and 3D shapes. They will look at number composition and sequencing, thinking about what comes before and after.

Pupils will:

- begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'
- understand position through words alone for example, "The bag is under the table," with no pointing
- compare quantities using language: 'more than', 'fewer than'
- 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'
- explore the composition of numbers to 10.
- recite numbers past 5.
- solve real-world mathematical problems with numbers up to 5



Reception

Reception Autumn Term

Taught through Mastering Number programme (4 x per week)

Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.

Pupils will:

- identify when a set can be subitised and when counting is needed
- subitise different arrangements, both unstructured and structured, including using the Hungarian number frame
- make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills
- spot smaller numbers 'hiding' inside larger numbers

connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers

- hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number
- develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds
- compare sets of objects by matching
- begin to develop the language of 'whole' when talking about objects which have parts.

Non - number concepts taught using Master the Curriculum to be included through Whole Class Teaching and small group tasks in continuous provision:

- Match, sort and compare
- Measure and patterns (mass & capacity)
- Measure and patterns (patterns)
- Circles and Triangles



Reception Spring Term

Taught through Mastering Number programme. 4x per week

Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.

Pupils will:

- continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals
- begin to identify missing parts for numbers within 5
- explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame
- focus on equal and unequal groups when comparing number
- understand that two equal groups can be called a 'double' and connect this to finger patterns
- sort odd and even numbers according to their 'shape'
- continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern
- order numbers and play track games
- join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers

Non - number concepts taught using Master the Curriculum to be included through Whole Class Teaching and small group tasks in continuous provision:

- Mass and Capacity
- Length, height and time
- 3D shapes



Reception Summer Term

Taught through Mastering Number programme. 4x per week

Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.

Pupils will:

- continue to develop their counting skills, counting larger sets as well as counting actions and sounds
- explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame
- compare quantities and numbers, including sets of objects which have different attributes
- continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2
- begin to generalise about 'one more than' and 'one less than' numbers within 10
- continue to identify when sets can be subitised and when counting is necessary
- develop conceptual subitising skills including when using a Rekenrek

Non - number concepts taught using Master the Curriculum to be included through Whole Class Teaching and small group tasks in continuous provision:

- Manipulate, compose and decompose
- Visualise, build and map