

## Reception overview 2022

	<p>Parent introductory meeting suggests number and shape opportunities  <b>Number rhymes sent on video before the children start school</b></p>			
	<p><b>Mastering number is a 10 minute daily sessions helping with instant recall. This can be part of the main maths session sometimes but there will be additional maths sessions and other provocations and continuous provision to enhance and extend. Numberblocks are used as part of Mastering Number so will be used as a support across the maths curriculum in Reception.</b>  <b>The statutory baseline will be completed in the first 3 weeks. We will also set a number of provocations within the environment to see what they children know and can do. Some screening will be carried out so that a secure plan to support and extend can be made.</b>  <b>What we're looking for in our initial observations:</b>                  Do you use number as part of your play?                  Do you recognise any numbers?                  How do you count? (one to one? Move things? Without needing to touch? )                  Do you know that the last count is how many you have?                  Do we know 2D shape names?                  Do you use everyday language to describe shapes?                  Do you use shape appropriately when you build things?                  Do you use language of capacity when in water play?                  Can you make a repeating pattern?                  Can you respond to positional language?                  Do you use any language of time? Yesterday/ last night/ tomorrow/ after this/ next/                  Can you spot a problem in a pattern and correct it?                  Can you order things according to length, height?                  Do you use language of distance when playing?                  Can you sort a group of things and tell someone how?                  Can you put a puzzle together?  <b>Linked to PHSE – Do you carry on trying when you have a problem?</b></p>			
<p><b>Strand/ Half-term</b>                  Aim to be into                  sessions 3                  before                  Christmas</p>	<p><b>Subitising</b></p>	<p><b>Cardinality, ordinality and counting</b></p>	<p><b>Composition</b></p>	<p><b>Comparison</b></p>
<p><b>Mastering number sessions</b>  1</p>	<ul style="list-style-type: none"> <li>perceptually subitise within 3</li> <li>identify sub-groups in larger arrangements</li> <li>create their own patterns for numbers within 4</li> </ul>	<ul style="list-style-type: none"> <li>relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set</li> <li>have a wide range of opportunities to develop their knowledge of the</li> </ul>	<ul style="list-style-type: none"> <li>see that all numbers can be made of 1s</li> <li>compose their own collections within 4.</li> </ul>	<ul style="list-style-type: none"> <li>understand that sets can be compared according to a range of attributes, including by their numerosity</li> </ul>

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<p><b>Children will:</b></p>	<ul style="list-style-type: none"> <li>practise using their fingers to represent quantities which they can subitise</li> <li>experience subitising in a range of contexts, including temporal patterns made by sounds.</li> </ul>	<ul style="list-style-type: none"> <li>counting sequence, including through rhyme and song</li> <li>have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting</li> <li>have opportunities to develop an understanding that anything can be counted, including actions and sounds</li> <li>explore a range of strategies which support accurate counting.</li> </ul>		<ul style="list-style-type: none"> <li>use the language of comparison, including 'more than' and 'fewer than'</li> <li>compare sets 'just by looking'.</li> </ul>
<p><b>Sentence starters and vocab</b></p>	<p>More/ fewer/ less than I can see.. Number names to 10 ... is more than ... ... is fewer than ...</p>			
	<p>Shape, Space and Spatial Thinking</p>		<p>Problem solving provocations</p>	
	<p>Sort and explain 2 colour patterns (blocks/ peg boards/ tap-a-shape/ beads/ nature Capacity – full/ empty/ half full</p>		<p>How many pom-poms will fit? Sorting provocations Pattern problems</p>	
<p><b>White Rose Resources</b></p>	<p>Just Like Me (could use for home learning) <a href="https://whiterosemaths.com/homelearning?year=early-years">https://whiterosemaths.com/homelearning?year=early-years</a> The Button Box <a href="https://vimeo.com/457816911">https://vimeo.com/457816911</a> Autumn walk sorting <a href="https://vimeo.com/457823590">https://vimeo.com/457823590</a> Natural patterns <a href="https://vimeo.com/461500324">https://vimeo.com/461500324</a></p>  		<p>Develop the language of problem solving and stick-ability to solve a problem Boxes and buttons</p>	
<p><b>Mastering number sessions 2</b> (In term 2 we will also start sessions 3)</p>	<ul style="list-style-type: none"> <li>continue from first half-term</li> <li>subitise within 5, perceptually and conceptually, depending on the arrangements.</li> </ul>	<ul style="list-style-type: none"> <li>continue to develop their counting skills</li> <li>explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand</li> <li>begin to count beyond 5</li> </ul>	<ul style="list-style-type: none"> <li>explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken</li> </ul>	<ul style="list-style-type: none"> <li>compare sets using a variety of strategies, including 'just by looking', by subitising and by matching</li> <li>compare sets by matching, seeing that when every object in a set can be</li> </ul>

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<b>Children will:</b>		<ul style="list-style-type: none"> <li>begin to recognise numerals, relating these to quantities they can subitise and count.</li> </ul>	<ul style="list-style-type: none"> <li>apart and some of which cannot</li> <li>explore the composition of numbers within 5.</li> </ul>	<ul style="list-style-type: none"> <li>matched to one in the other set, they contain the same number and are equal amounts.</li> </ul>
<b>Sentence starters and vocab</b>	Equal to Whole Part One more/ one less Circle, square, triangle, rectangle Straight/ curved/ corner			
	Shape, Space and Spatial Thinking			
	Language of length Circles, Triangles, Squares Positional language in PE Language of time through day/ stories		What shapes can you make with ... sticks? Elf problems -	
<b>White Rose resources</b>	It's me 1,2,3 for shape and space elements Light and Dark – shape and time elements			
<b>Curriculum linking</b>	Link shape to work of Kandinsky, Yoyai Kusama, Klimt			
<b>Mastering number sessions 3</b>  <b>Children will:</b>	<ul style="list-style-type: none"> <li>increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements</li> <li>explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part</li> <li>experience patterns which show a small group and '1 more'</li> <li>continue to match arrangements to finger patterns.</li> </ul>	<ul style="list-style-type: none"> <li>continue to develop verbal counting to 20 and beyond</li> <li>continue to develop object counting skills, using a range of strategies to develop accuracy</li> <li>continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10</li> <li>order numbers, linking cardinal and ordinal representations of number.</li> </ul>	<ul style="list-style-type: none"> <li>continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5</li> <li>explore the composition of 6, linking this to familiar patterns, including symmetrical patterns</li> <li>begin to see that numbers within 10 can be composed of '5 and a bit'.</li> </ul>	<ul style="list-style-type: none"> <li>continue to compare sets using the language of comparison, and play games which involve comparing sets</li> <li>continue to compare sets by matching, identifying when sets are equal</li> <li>explore ways of making unequal sets equal.</li> </ul>
<b>Sentence starters and vocab</b>	.. is made from .. and ... Top/ middle/ bottom Cube/ cuboid/ sphere/ cylinder Heavy/ light/ heavier than/ lighter than			
	Shape, Space and Spatial Thinking		Problem solving examples	

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	Compare mass Compare capacity Return to patterns and develop (Numberblocks Pattern Castle) 3D shapes money	Can you make a home just the right size for.. Lengthy stick challenge Can you make a Stick family with appropriate sized sticks? Carrot measuring linked to snowmen or reindeer – offers measure but also by observing you can assess children's place value Numicon Christmas pictures		
<b>White Rose resources</b>	Alive in 5!			
<b>Mastering number sessions 4</b>  <b>Children will:</b>	<ul style="list-style-type: none"> <li>explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'.</li> </ul>	<ul style="list-style-type: none"> <li>continue to consolidate their understanding of cardinality, working with larger numbers within 10</li> <li>become more familiar with the counting pattern beyond 20.</li> </ul>	<ul style="list-style-type: none"> <li>explore the composition of odd and even numbers, looking at the 'shape' of these numbers</li> <li>begin to link even numbers to doubles</li> <li>begin to explore the composition of numbers within 10.</li> </ul>	<ul style="list-style-type: none"> <li>compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system.</li> </ul>
<b>Sentence starters and vocab</b>	Odd Even Double double ... is ....			
	Shape, Space and Spatial Thinking		Consolidation and problem provocations	
	Height 3D shapes Days of the week		Numicon city – linked to bonds Order and match numicon Which numbers can you make into a square?/ rectangle? Cooking	
<b>White Rose resources</b>	Growing 6,7,8 To 20 and beyond			
<b>Mastering number sessions 5</b>  <b>Children will:</b>	<ul style="list-style-type: none"> <li>continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns</li> <li>use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when</li> </ul>	<ul style="list-style-type: none"> <li>continue to develop verbal counting to 20 and beyond, including counting from different starting numbers</li> <li>continue to develop confidence and accuracy in both verbal and object counting.</li> </ul>	<ul style="list-style-type: none"> <li>explore the composition of 10.</li> </ul>	<ul style="list-style-type: none"> <li>order sets of objects, linking this to their understanding of the ordinal number system.</li> </ul>

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	<p>patterns are similar but have a different number</p> <ul style="list-style-type: none"> <li>• subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10</li> <li>• be encouraged to identify when it is appropriate to count and when groups can be subitised.</li> </ul>			
<b>Sentence starters and vocab</b>	<p>Symmetrical Forward/ backward/ right turn/ left turn</p>			
	Shape, Space and Spatial Reasoning		Problem solving examples	
	<p>Symmetrical pattern Revisit shape Mapping Language of distance and direction</p>		<p>Make a number in different ways – link money, Bee Bot map problems Frog hops Hidden numbers Could this be true? NCTEM ten frame challenge</p>	
<b>White Rose resources</b>	<p>First, Then, Now Find my pattern</p>			
<b>Mastering number sessions 6</b>	<p>In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers. Full use of all of the number stem sentences</p> <ul style="list-style-type: none"> <li>• _____ is the whole, 5 is a part and _____ is a part.</li> <li>• 5 needs _____ to make _____ .</li> <li>• ... is made from ... and ---. Double ... is ...</li> </ul> <p>Etc. more detail in materials</p>			
	Shape, Space and Spatial Reasoning		Problem Solving examples	
	<p>Spiral patterns Shapes within shapes</p>		<p>Treasure sharing Halving on bugs How would legs be arranged on your painting? Odd and even dominoes sort String odd and even numbers Explore 20 – which numbers are a fair share Count in different ways Number bond problems If 10 legs can be in Mr Gumpy's boat, who can get in??</p>	
	On the Move			

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End goals for the EYFS

**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