

Week	Programme	Teaching Content – Direct Maths teach 5 times a week						
Week 1 - 3	White Rose	Baseline	Baseline	Talk About Measure and Patterns 6				
Week 4 - 7	NCTEM Term 1 Week 1-10	Subitising Week 1	Counting, Cardinality and ordinality Week 2	Composition Week 3	Subitising Week 4	Comparison Week 5		
Week 8-11		Counting, Cardinality and ordinality Week 6	Comparison Week 7	Composition Week 8	Composition Week 9	Counting, Cardinality and ordinality Week 10		
Week 12-13	White Rose	Circle and Triangles 4	Shapes with 4 sides 4					
Week 14- 17	NCTEM Term 2 Week 11-15	Subitising Week 11	Counting, Cardinality and ordinality Week 12	Composition Week 13	Composition Week 14	Composition Week 15		
Week 18-19	White Rose	Mass and Capacity 4	Length, Height and Time 6					
Week 20 - 23	NCTEM Term 2 Week 16-20	Counting, Cardinality and ordinality Week 16	Comparison Week 17	Composition Week 18	Composition Week 19	Composition Week 20		
Week 24 – 27	NCTEM Term 3 Week 21-25	Counting, Cardinality and ordinality Week 21	Subitising Week 22	Composition Week 23	Composition Week 24	Comparison Week 25		
Week 28 - 32	NCTEM Term 3 Week 26 & Review and assess	Review and assess: Introduce the rekenrek Week 26	Review and Assess: Automatic recall of bonds to 5 Week 27	Review and Assess: Composition of numbers to 10 Week 28	Review and Assess: Comparison Week 29	Review and Assess: Number Patterns Week 30	Review and Assess: Counting Week 31	
Week 33 - 37	White Rose	Explore 3D Shape 7	Manipulate, Compose and Decompose 8	Visualise. Build and Map 11				

Reception Year Overview				
				
	Number and Numerical Patterns	Shape, Space and Measure and Pattern		
Week 1-13 Children will:	Taken from Mastering Number Reception Overview 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	Talk about Measure and Patterns Compare size Compare mass Compare capacity Explore simple patterns Copy and continue simple patterns Create simple patterns	Circles and Triangles Identify and name circles and triangles Compare circles and triangles Shapes in the environment Describe position	Shapes with 4 sides Identify and name shapes with 4 sides Combine shapes with 4 sides Shapes in the environment My day and night

Week 14-23	Pupils will continue to develop their subitizing 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.	Mass and Capacity Compare Mass Find a balance Explore capacity Compare capacity	Length, height and time Explore length Compare length Compare height Talk about time
Children will:	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 numbers - 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		Order and sequence time

Week 24-37 Children will:	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	Explore 3D shapes /Patterns Recognise and name 3D shapes Find 2D shapes with 3D shapes Use 3D shapes for tasks 3D shapes in the environment Identify more complex patterns Copy and continue patterns Patterns in the environment	Manipulate, Compose and Decompose Select shapes for a purpose Rotate shapes Manipulate shapes Explain shape arrangements Compose shapes Decompose shapes Copy 2D shape pictures Find 2D shapes within 3D shapes	Visualise, build and map Identify units of repeating patterns Create own pattern rules Explore own pattern rules Replicate and build scenes and constructions Visualise from different positions Describe positions Give instructions to build Explore mapping Represent maps with models Create own maps from familiar places Create own maps and plans from story situations
---	--	--	--	---

