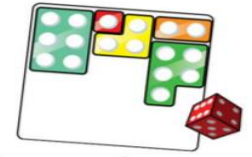


# Reception Spring 1

## Maths



### Mathematics

#### Children in Reception will be learning to –

- Count objects, actions and sounds.
- Subitise
- Link the number symbol (numeral) with its cardinal number value.
- Count beyond 10.
- 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 0–5 and some to 10.
- Select, rotate and manipulate shapes 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.
- Continue, copy and create repeating patterns. Compare length, weight and capacity.

### Number

#### Children at the expected level of development will: (End of Reception)

- Have a deep understanding of number to 10, including the composition of each number; 13
- 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.

### Mathematics

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.

### Numerical Patterns

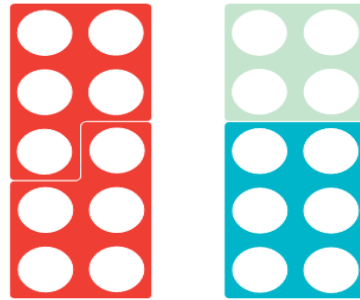
#### Children at the expected level of development will: (End of Reception)

- 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.

Week 1 – I can add Numicon.



Week 2 – I can build numbers using Numicon and relate this to addition.



Week 3 – I can make pairs and link this to doubling.



Week 4 – I can take away.



Week 5 – I can compare mass and capacity.



Week 6 – I can compare length and height.

