

Mastering Number: Overview of content – Reception

Strand/ Half-term	Subitising	Cardinality, ordinality and counting	Composition	Comparison	Space, shape, measures and pattern
<p>1</p> <p>Children will:</p>	<ul style="list-style-type: none"> perceptually subitise within 3 identify sub-groups in larger arrangements create their own patterns for numbers within 4 practise using their fingers to represent quantities which they can subitise experience subitising in a range of contexts, including temporal patterns made by sounds. 	<ul style="list-style-type: none"> relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting have opportunities to develop an understanding that anything can be counted, including actions and sounds explore a range of strategies which support accurate counting. 	<ul style="list-style-type: none"> see that all numbers can be made of 1s compose their own collections within 4. 	<ul style="list-style-type: none"> understand that sets can be compared according to a range of attributes, including by their numerosity use the language of comparison, including 'more than' and 'fewer than' compare sets 'just by looking'. 	<p>Measures</p> <ul style="list-style-type: none"> Recognising attributes Comparing amounts of continuous quantities. <p>Pattern</p> <ul style="list-style-type: none"> Continuing an AB pattern Copying an AB pattern Identifying a unit
<p>2</p> <p>Children will:</p>	<ul style="list-style-type: none"> continue from first half-term subitise within 5, perceptually and conceptually, depending on the arrangements. 	<ul style="list-style-type: none"> continue to develop their counting skills explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand begin to count beyond 5 begin to recognise numerals, relating these to quantities they can subitise and count. 	<ul style="list-style-type: none"> 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 apart and some of which cannot explore the composition of numbers within 5. 	<ul style="list-style-type: none"> compare sets using a variety of strategies, including 'just by looking', by subitising and by matching compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts. 	<p>Space and shape</p> <ul style="list-style-type: none"> Developing spatial vocabulary. Shape awareness Showing awareness of properties of shapes – 2D <p>Measures</p> <ul style="list-style-type: none"> Begin to use time to sequence events. (day and night links to bonfire night)



					<ul style="list-style-type: none"> • Comparing amounts of continuous quantities. • Showing awareness in estimating and predicting. <p>Pattern</p> <ul style="list-style-type: none"> • Making own AB patterns • Spotting an error in an AB pattern • Continuing ABC patterns
3 Children will:	<ul style="list-style-type: none"> • increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements • explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part • experience patterns which show a small group and '1 more' • continue to match arrangements to finger patterns. 	<ul style="list-style-type: none"> • continue to develop verbal counting to 20 and beyond • continue to develop object counting skills, using a range of strategies to develop accuracy • continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10 • order numbers, linking cardinal and ordinal representations of number. 	<ul style="list-style-type: none"> • continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5 • explore the composition of 6, linking this to familiar patterns, including symmetrical patterns • begin to see that numbers within 10 can be composed of '5 and a bit'. 	<ul style="list-style-type: none"> • continue to compare sets using the language of comparison, and play games which involve comparing sets • continue to compare sets by matching, identifying when sets are equal • explore ways of making unequal sets equal. 	<p>Shape and Space</p> <ul style="list-style-type: none"> • Shape awareness – Developing awareness through construction. • Identifying similarities between shapes • Showing awareness of properties of shapes – 3D • Describing properties of shape <p>Pattern</p> <ul style="list-style-type: none"> • Continuing an ABC pattern • Continuing a pattern that ends mid unit.
4 Children will:	<ul style="list-style-type: none"> • explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'. 	<ul style="list-style-type: none"> • continue to consolidate their understanding of cardinality, working with larger numbers within 10 • become more familiar with the counting pattern beyond 20. 	<ul style="list-style-type: none"> • explore the composition of odd and even numbers, looking at the 'shape' of these numbers • begin to link even numbers to doubles • begin to explore the composition of numbers within 10. 	<ul style="list-style-type: none"> • compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system. 	<p>Space and shape</p> <ul style="list-style-type: none"> • Representing spatial relationships • Developing spatial awareness: experiencing different viewpoints. <p>Measures</p> <ul style="list-style-type: none"> • Recognising the relationship between the size and number of units.
5	<ul style="list-style-type: none"> • continue to practise increasingly familiar 	<ul style="list-style-type: none"> • continue to develop verbal counting to 20 and beyond, 	<ul style="list-style-type: none"> • explore the composition of 10. 	<ul style="list-style-type: none"> • order sets of objects, linking this to their understanding 	Space and Shape



Children will:	subitising arrangements, including those which expose '1 more' or 'doubles' patterns <ul style="list-style-type: none">• use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number• subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10• be encouraged to identify when it is appropriate to count and when groups can be subitised.	including counting from different starting numbers <ul style="list-style-type: none">• continue to develop confidence and accuracy in both verbal and object counting.		of the ordinal number system.	<ul style="list-style-type: none">• Developing an awareness of relationships between shapes <p>Pattern</p> <ul style="list-style-type: none">• Make their own ABB, ABBC patterns• Spot a mistake in an ABB pattern <p>Measures</p> <ul style="list-style-type: none">• Beginning to use units to compare things.
6	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.				Consolidation.