

Reception Mathematics Overview - Number

Termly Progression		Suggested Learning Opportunities
<p>Mathematics Number Autumn</p>	<p>Numbers - Using numbers 1 - 10</p> <ul style="list-style-type: none"> • Recognise some numerals of personal significance. • Recognises numerals 1 to 10. • Represents numbers 1-10 using equipment. • Counts up to five objects from a larger group and count actions or objects which cannot be moved. • Rehearse counting back from 10 e.g. using rhymes and stories. • Selects the correct numeral to represent 1 to 10 objects. • Orders numbers 1-10 - ascending and descending. • Counts an irregular arrangement of up to 10 objects. • In practical activities, can compare numbers. • Finds the total number of items in two groups by counting all of them. • Says the number that is one more than a given number. • Finds one more or one less from a group of up to ten objects. • In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting. • Forms numbers 1-10. <p>ELG - Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract 2 single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p>	<ul style="list-style-type: none"> • Number a week to be planned through continuous provision and adult led activities. • Taught sessions to focus on a number a week. • Numicon used as a visual representation. Children to become familiar with pattern and colour of all numbers 1-10. • Use of Nrich for problem solving and challenges. • Number stories and rhymes to be read and shared - • Number blocks as a hook. • Anchor tasks e.g. create a story around a calculation 'there are four children in the playground and there are 2 scooters. Are there enough scooters for everyone? How do you know?' • Introducing part whole diagrams - circles and rectangles (leading to bar model) within continuous provision- from beginning of term. • Tens frames and number trees available for child initiated activity. Children taught to use equipment available through adult modelling of use. • Number songs used at incidental times e.g lining up.

<p>Mathematics</p> <p>Number</p> <p>Spring</p>	<p>Numbers - Using numbers 1 - 15</p> <ul style="list-style-type: none"> • Recognises numerals 1 to 15. • Counts out up to 10 objects from a larger group. • Count actions or objects which cannot be moved. • Selects the correct numeral to represent 1 to 15 objects. • Represents numbers 1-15 using equipment. • Counts an irregular arrangement of up to 15 objects. • Orders numbers 1-15 - ascending and descending. • Counts backwards from 15 e.g. through rhymes and stories. • Is beginning to use the language of 'more' and 'less' to compare two sets of objects. • Finds the total number of items in two groups by counting all of them. • Says the number that is one more than a given number. • Finds one more or one less from a group of up to 15 objects. • In practical activities and discussion, uses the vocabulary involved in adding and subtracting. • Use equipment to begin to double, halve and share amounts. • Forms numbers 1-15. • Begins to estimate number of objects and checks by counting. <p>ELG - Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract 2 single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p>	<ul style="list-style-type: none"> • Opportunity for counting objects in continuous provision - regular and irregular arrangements. • Count children at register times, line up time etc. • How many more/less children? • Number formation sheets during morning activities. • Number formation through sand, water, paint, chalk, mud, sensory tray- use of outdoors. • Number hunts / scavenger hunts - find me - objects? • Ordering numbers on washing lines. • Matching amount to digit - washing lines, games etc. • Introduce number lines as a method for adding and subtracting. • Introduce 5 minute challenges of adult led activities - in groups.
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<p>Mathematics Number Summer</p>	<p>Numbers - Using numbers 1 - 20</p> <ul style="list-style-type: none"> • Recognises numerals 1 to 20. • Counts out up to 20 objects from a larger group. • Count actions or objects which cannot be moved. • Selects the correct numeral to represent 1 to 20 objects. • Counts objects to 20. • Orders numbers 1-20 - ascending and descending. • Represents numbers 1-20 using equipment. • Begins counting at 10 and above. • Counts backwards from 20. • Uses the language of 'more' and 'less' to compare two sets of objects. • Finds the total number of items in two groups by counting all of them. • Says the number that is one more than a given number up to 20. • Finds one more or one less from a group of up to 20 objects. • In practical activities and discussion, use the vocabulary involved in adding and subtracting. • Solve problems involving doubling, halving and sharing. • Estimates how many objects they can see and checks by counting them. • Counts an irregular arrangement of up to 20 objects. • In practical activities and discussion, begins to use the vocabulary involved in doubling, halving and sharing. • Form numbers 11-20. • Notice and extend number patterns. <p>ELG - Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract 2 single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p>	<ul style="list-style-type: none"> • Numicon is used to introduce place value of 1-20. • Use equipment to share, double and halve numbers (raisins, counters, smarties etc.) • Use hoops, ladybirds and butterflies e.g. to double and halve. • Use ten frames / numicon for addition and subtraction of single digit numbers. • Children given opportunities to represent numbers and calculations using frames and models e.g. part whole. • Represent a number story in pictures then abstract.
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