

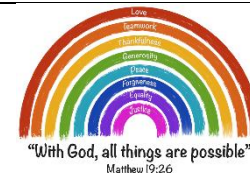


# Westleigh Methodist Primary School

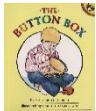
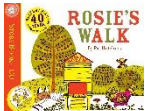

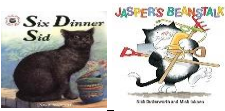


## Reception Mathematics LTP Progression of Skills and Knowledge

**With God, all things are possible – Matthew 19:26**

**Love Teamwork Thankfulness Generosity Peace Forgiveness Equality Justice**



Statutory Guidance from the EYFS Framework for 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.
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Text linked to units</b>						
<b>Ongoing Mathematical skills developed throughout the year</b>	<ul style="list-style-type: none"> <li>● Linking the number symbol with its cardinal number value.</li> <li>● Counting beyond ten.</li> <li>● Comparing numbers.</li> <li>● Understanding the 'one more/one less than' relationship between consecutive numbers.</li> <li>● Comparing length, weight, and capacity.</li> <li>● Select, rotate, and manipulate shapes to develop spatial reasoning skills.</li> <li>● Composing and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li> </ul>					
<b>White Rose Maths EYFS Overview</b>  <b>Coverage for the Year:</b>	<p><b>Getting to Know you:</b> settling in, routines, exploring provision.</p> <p><b>Just like me! :</b> match, sort and compare amounts. Compare size, mass and capacity and patterns.</p>	<p><b>It' me 1,2,3!:</b> Representing, comparing and composing 1, 2 and 3. Exploring circles, triangles and positional language.</p> <p><b>Light and dark:</b> Representing numbers to 5. One more and one less to 5. Shapes with 4 sides and Time.</p>	<p><b>Alive in 5:</b> Introducing 0. Comparing numbers to 5. Composition of 4 &amp; 5. Comparing mass and capacity.</p> <p><b>Growing 6,7,8:</b> 6,7 &amp; 8. Combining two amounts, making pairs.</p>	<p><b>Growing 6,7,8 (Continued):</b> Length and Height, Time.</p> <p><b>Building 9 and 10:</b> Counting to 9 and 10, 3D Shapes, spatial awareness and patterns.</p>	<p><b>To 20 and Beyond:</b> Building numbers beyond 10. Counting patterns beyond 10. spatial reasoning, match, rotate, manipulate shapes.</p> <p><b>First, then, now:</b> Adding more, taking away. Spatial reasoning, compose and decompose.</p>	<p><b>Find my pattern:</b> doubling, sharing, grouping, odd and even. Spatial reasoning, visualising and building.</p> <p><b>On the move:</b> deepening understanding, patterns and relationships, spatial reasoning, mapping.</p>
<b>Mathematical knowledge regularly revisited</b>  Intent	Routines, comparing measures, verbally counting including when singing rhymes.	Count objects, actions, and sounds. Introduction of Subitising.	Subitising to 5. 2D shapes, One more and one less.	Explore the composition of numbers to 8 Subitise (intro to conceptual) Recall number bonds 0-8.	Explore the composition of numbers to 10 Subitise (conceptual) Automatic recall number bonds 0-10	Explore the composition of numbers beyond 10. Subitise (conceptual) Automatic recall number bonds 0-10
Vocabulary	Happen, now, next, after that, smaller, larger, smallest, largest, number names, words to numbers songs.	Number names, count, without counting, how many.	Count, without counting, how many, shape, shape names, flat, sides, corners,	Number, number names, addition, count, without counting, how many, number bonds.	Number, number names, count, addition, larger, smaller, odd, even, more, less, number bonds.	Number, number names, count, addition, larger, smaller, odd, even, more, less, number bonds.

			smooth, one more, one less, adding one, taking			
Implementation	Using a visual timetable to explain the day, water tray exploration, balance pan exploration, singing number rhyme songs daily including props and actions – fingers.	Model counting objects correctly and incorrectly. Count my claps. Count how many coins in the pot with eyes closed. Dot cards to subitise with.	Dot cards to subitise with, 2d shapes in provision and around the classroom for children to find, number lines in the classroom for children to model one more and one less, recap prior learning.	Dot cards to subitise with, tens frames with numbers to 8 for children to use, exploration of each number – working systematically to find all the ways to make each number.	Continue to access mathematical continuous provision – tens frames, numicon, using Subitising dot plates and images, number bond songs and using fingers to find answers.	Continue to access mathematical continuous provision – tens frames, numicon, using Subitising dot plates and images, number bond songs and using fingers to find answers.
Early Learning Goals	<p><b>Number:</b> 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</p> <p><b>Numerical Patterns:</b></p> <ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>					
The Reception Year provides the foundation for mathematical skills the children will build upon in Year one. Where are they going? Y1 Expectations:	<p><b>Number and place value (within 20):</b> use the language of: equal to, more than, less than (fewer), most, least Identify and represent numbers using objects and pictorial representations including the number line</p>	<p><b>Addition and subtraction (within 20)</b> (addition and subtraction Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) sign Read and write numbers from 1 to 20 in numerals and words</p>	<p><b>Number and place value (within 100):</b> Begin to recognise the place value of each digit in a two-digit number (tens, ones)</p>	<p><b>Fractions:</b> Recognise, find and name a half as one of two equal parts of an object, shape or quantity</p>	<p><b>Fractions:</b> Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity</p>	<p><b>Multiplication and Division:</b> count in multiples of twos, fives and tens solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations</p>
	<p><b>Comparing &amp; Estimating:</b> compare, describe and solve practical problems for: lengths and heights, mass/weight, time</p>	<p><b>Number Bonds:</b> Represent and use number bonds and related subtraction facts within 20</p>	<p><b>Shape:</b> Recognise and name common 2-D and 3-D shapes,</p>	<p><b>Positional Language:</b> Describe position, direction and movement, including half, quarter and threequarter turns</p>	<p><b>Money:</b> Recognise and know the value of different denominations of coins and notes</p>	<p><b>Time:</b> Tell the time to the hour and half past the hour Recognise and use language relating to dates, including days of the week, weeks, months and years</p>