

Year Reception Curriculum Map - Maths



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.

Half Term 1 Magical Me!	Half Term 2 Let's Celebrate	Half Term 3 Above the Clouds	Half Term 4 A Fantastic Adventure!	Half Term 5 Growing	Half Term 6 Fun at the Seaside
Concrete and Pictorial					
Counting rhymes and songs Classifying objects based on one attribute Matching equal and unequal sets Comparing objects and sets. Subitising. Ordering objects and sets / introduce manipulatives.	Identify and represent numbers (1-5) using concrete objects and pictorial representation.	Identify and represent numbers (0-10) using concrete objects and pictorial representation.	Identify and represent numbers (0-10) using concrete objects and pictorial representation including number lines.	Identify and represent numbers (0-20) using concrete objects and pictorial representation.	Identify and represent numbers (0-20) using concrete objects and pictorial representation. Children need time and opportunities to engage in extended problem solving and develop their critical thinking skills
Number and place value					
Number recognition.	Composition of 1 to 3 The Number 4/ The number 5	Zero and comparing numbers to 5 Learning about 6,7 and 8	Comparing numbers to 10	Counting patterns from 10 to 20 Subitising to 20 Opportunities for children to recognise that the numbers 1-9 repeat after every full 10	Odd and even Visualize and build
Count, read and write numbers					
Counting rhymes and songs	Numbers 1-5	Numbers 1-8	Numbers 1-10	Numbers beyond 10 Build and identify numbers to 20 Pictorial representations of 11-20 Count on and backwards from different starting points	Counting to 20
Addition and Subtraction					
	One More and One Less	Composition of 4 and 5 Pairs and combining groups to 10	Number bonds to 10	Adding more: First, then, now to encourage counting on in a story situation Taking away: First, then, now to encourage counting back in a story situation	
					Multiplication and Division (with objects) Doubles Sharing and grouping Finding Half Equal Groups
Measure					
Compare size/ mass/ capacity.		Measure Comparing mass: heavy, heavier than, light, lighter than Comparing capacity: narrow,wide,shallow,tall, thain Length and height: tall, short, longer,shorter, taller,wider,narrower			
Time					
	Night and Day Day, night, morning, afternoon, before,after,today, tomorrow, now,next,later Days of the week.	Time: order and sequence important times in their day. Now,before,later,after,then,next, yesterday, today,tomorrow			
Money					
Exposure over the Year through role play and stories					
Geometry – Shape, Position and Direction					
2D Shapes. Recognise, describe, copy and extend colour and size patterns	Circles and triangles Spatial Awareness- positional language Comparing shapes with 4 sides.	Recognise and name 2D shapes e.g. rectangles, squares, circles and triangles.	3D shape: introduced to a variety of shapes and encouraged to explore their properties in general terms eg: which shapes roll? Which shapes stack? Pattern: more complex ABB patterns	Spatial Reasoning- jigsaw and shape puzzles Shapes in different orientations: Combining shapes Triangles/Stars/Tangrams	Children understand that places and models can be replicated and need to experience looking at these from different positions Children should be given opportunities to explore and investigate relationships between numbers and shapes. The children understand that we can make maps and plans to represent places and use these to see where things are in relation to other things.

Understand and use key vocabulary

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