

Ursuline Catholic Primary School

Reception Maths Curriculum



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Catholic Primary School

<u>Autumn</u>	<u>Objectives</u>
Up to number 3	<ul style="list-style-type: none"> • Subitises one, two and three objects (without counting) • Counting verbally as far as they can go Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5. • Uses some number names and number language within play, and may show fascination with large numbers • Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers • Beginning to use understanding of number to solve practical problems in play and meaningful activities • Beginning to recognise that each counting number is one more than the one before • Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same
Measure	<ul style="list-style-type: none"> • In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items
Up to number 4	<ul style="list-style-type: none"> • Counting verbally as far as they can go Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5. • Engages in subitising numbers to four • Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers • Beginning to use understanding of number to solve practical problems in play and meaningful activities • Beginning to recognise that each counting number is one more than the one before • Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same • Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You've got two
Measure	<ul style="list-style-type: none"> • Recalls a sequence of events in everyday life and stories • Is increasingly able to order and sequence events using everyday language related to time • Beginning to experience measuring time with timers and

Up to number 5	<ul style="list-style-type: none"> Engages in subitising numbers to five Uses some number names and number language within play, and may show fascination with large numbers Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle) Links numerals with amounts up to 5 and maybe beyond Explores using a range of their own marks and signs to which they ascribe mathematical
Geometry	<ul style="list-style-type: none"> Chooses items based on their shape which are appropriate for the child's purpose Responds to both informal language and common shape names Shows awareness of shape similarities and differences between objects

Spring	Objectives
Numbers to 6	<ul style="list-style-type: none"> Uses number names and symbols when comparing numbers, showing interest in large numbers Estimates of numbers of things, showing understanding of relative size Counts out up to 6 objects from a larger group Matches the numeral with a group of items to show how many there are (up to 6) Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three In practical activities, adds one and subtracts one with numbers to 10
Numbers to 7	<ul style="list-style-type: none"> Uses number names and symbols when comparing numbers, showing interest in large numbers Estimates of numbers of things, showing understanding of relative size Counts out up to 7 objects from a larger group Matches the numeral with a group of items to show how many there are (up to 7) Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees seven raisins on a plate as five and two) In practical activities, adds one and subtracts one with numbers to 10

Pattern	<ul style="list-style-type: none"> • Spots patterns in the environment, beginning to identify the pattern “rule” • Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat
Numbers to 8	<ul style="list-style-type: none"> • Uses number names and symbols when comparing numbers, showing interest in large numbers • Estimates of numbers of things, showing understanding of relative size • Counts out up to 8 objects from a larger group • Matches the numeral with a group of items to show how many there are (up to 8) • Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects • Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees eight raisins on a plate as three, three and two. • In practical activities, adds one and subtracts one with numbers to 10
Numbers to 9	<ul style="list-style-type: none"> • Uses number names and symbols when comparing numbers, showing interest in large numbers • Estimates of numbers of things, showing understanding of relative size • Counts out up to 9 objects from a larger group • Matches the numeral with a group of items to show how many there are (up to 9) • Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects • Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees nine raisins on a plate as three, three and three • In practical activities, adds one and subtracts one with numbers to 10
Numbers to 10	<ul style="list-style-type: none"> • Uses number names and symbols when comparing numbers, showing interest in large numbers • Estimates of numbers of things, showing understanding of relative size • Counts out up to 10 objects from a larger group • Matches the numeral with a group of items to show how many there are (up to 10) • Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects • Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees ten raisins on a plate as three, two and five

	<ul style="list-style-type: none"> • In practical activities, adds one and subtracts one with numbers to 10 • Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and “+” or “-“ • Increasingly confident at putting numerals 0 to 10 in order
Spatial and Shape	<ul style="list-style-type: none"> • Uses spatial language, including following and giving directions, using relative terms, and describing what they see from different viewpoints • Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning) • May enjoy making simple maps of familiar and imaginative environments, with landmarks • Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes • Attempts to create arches and enclosures when building, using trial and improvement to select blocks

<u>Summer</u>	<u>Objectives</u>
Addition and Subtraction	<ul style="list-style-type: none"> • In practical activities, adds one and subtracts one with numbers to 10 • Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and “+” or “-“
Count beyond 10	<ul style="list-style-type: none"> • Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0
Measure	<ul style="list-style-type: none"> • Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy • Becomes familiar with measuring tools in everyday experiences and play
Pattern	<ul style="list-style-type: none"> • Spots patterns in the environment, beginning to identify the pattern “rule” • Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat

Geometry	<ul style="list-style-type: none"> • Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes • Enjoys composing and decomposing shapes, learning which shapes combine to make other
Spatial Number	<ul style="list-style-type: none"> • Uses spatial language, including following and giving directions, using relative terms, and describing what they see from different viewpoints • Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning) • May enjoy making simple maps of familiar and imaginative environments, with landmarks • Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes • Attempts to create arches and enclosures when building, using trial and improvement to select blocks
Number	<ul style="list-style-type: none"> • Composition within 10 and counting beyond 10