



Mastering Number: Overview of content – Reception – Parklands Primary School

Strand/ Half-term	Subitising	Cardinality, ordinality and counting	Composition	Comparison
Autumn 1 Children will:	<ul style="list-style-type: none">perceptually subitise within 3identify sub-groups in larger arrangementscreate their own patterns for numbers within 4practise using their fingers to represent quantities which they can subitiseexperience 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 sethave a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and songhave a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and countinghave opportunities to develop an understanding that anything can be counted, including actions and soundsexplore a range of strategies which support accurate counting.	<ul style="list-style-type: none">see that all numbers can be made of 1scompose 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 numerosityuse the language of comparison, including 'more than' and 'fewer than'compare sets 'just by looking'.
Autumn 2 Children will:	<ul style="list-style-type: none">continue from first half-termsubitise within 5, perceptually and conceptually, depending on the arrangements.	<ul style="list-style-type: none">continue to develop their counting skillsexplore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 handbegin to count beyond 5begin 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 cannotexplore 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 matchingcompare 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.
Spring 1 Children will:	<ul style="list-style-type: none">increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements	<ul style="list-style-type: none">continue to develop verbal counting to 20 and beyondcontinue to develop object counting skills, using a range of strategies to develop accuracy	<ul style="list-style-type: none">continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5	<ul style="list-style-type: none">continue to compare sets using the language of comparison, and play games which involve comparing sets



	<ul style="list-style-type: none">explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear partexperience patterns which show a small group and '1 more'continue to match arrangements to finger patterns.	<ul style="list-style-type: none">continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10order numbers, linking cardinal and ordinal representations of number.	<ul style="list-style-type: none">explore the composition of 6, linking this to familiar patterns, including symmetrical patternsbegin to see that numbers within 10 can be composed of '5 and a bit'.	<ul style="list-style-type: none">continue to compare sets by matching, identifying when sets are equalexplore ways of making unequal sets equal.
Spring 2 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 10become 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 numbersbegin to link even numbers to doublesbegin 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.
Summer 1 Children will:	<ul style="list-style-type: none">continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patternsuse 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 numbersubitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10be encouraged to identify when it is appropriate to count and when groups can be subitised.	<ul style="list-style-type: none">continue to develop verbal counting to 20 and beyond, including counting from different starting numberscontinue to develop confidence and accuracy in both verbal and object counting.	<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 of the ordinal number system.
Summer 2	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.			



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