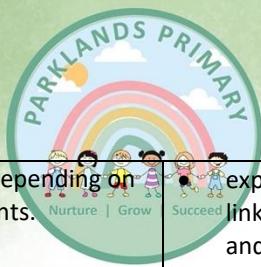




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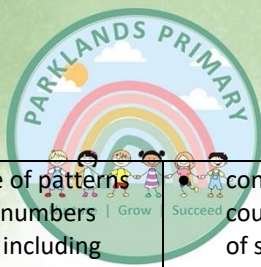
NCETM Mastering Number: Overview of content – Reception – Parklands Primary School

Strand/ Half-term	Subitising	Cardinality, ordinality and counting	Composition	Comparison	Shape, space, measure and pattern
Autumn 1 Children will:	<ul style="list-style-type: none"> perceptually subitise within 3 identify sub-groups in larger arrangements create their own patterns for numbers within 4 practise using their fingers to represent quantities which they can subitise experience 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 set have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting have opportunities to develop an understanding that anything can be counted, including actions and sounds explore a range of strategies which support accurate counting. 	<ul style="list-style-type: none"> see that all numbers can be made of 1s compose 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 numerosity use the language of comparison, including 'more than' and 'fewer than' compare sets 'just by looking'. 	<p>Measures</p> <ul style="list-style-type: none"> Recognising attributes Comparing amounts of continuous quantities (length) Time – ongoing through routine <p>Pattern</p> <ul style="list-style-type: none"> Continuing an AB pattern Copying an AB pattern Identifying a unit Pattern spotting around us <p>Shape and space</p> <ul style="list-style-type: none"> Spatial awareness developed through provision and vocab Shape awareness through number teaching (1/3/4 side shapes)
Autumn 2	<ul style="list-style-type: none"> continue from first half-term subitise within 5, perceptually and 	<ul style="list-style-type: none"> continue to develop their counting skills 	<ul style="list-style-type: none"> explore the concept of 'wholes' and 'parts' by looking at a range of objects 	<ul style="list-style-type: none"> compare sets using a variety of strategies, including 'just 	<p>Shape and space</p> <ul style="list-style-type: none"> Developing spatial awareness



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Children will:	conceptually, depending on the arrangements.	<ul style="list-style-type: none"> explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand begin to count beyond 5 	<ul style="list-style-type: none"> that are composed of parts, some of which can be taken apart and some of which cannot explore the composition of numbers within 5. 	<ul style="list-style-type: none"> by looking', by subitising and by matching compare 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. 	<ul style="list-style-type: none"> Developing spatial vocabulary. Shape awareness Showing awareness of properties of shapes – 2D <p>Measures</p> <ul style="list-style-type: none"> Time – ongoing through routine Begin to use time to sequence events. (day and night link) Comparing amounts of continuous quantities - weight Showing awareness in estimating and predicting. Comparing indirectly <p>Pattern</p> <ul style="list-style-type: none"> Sound patterns Identifying unit of repeat Making own AB patterns Spotting an error in an AB pattern Continuing ABC patterns
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"> begin to recognise numerals, relating these to quantities they can subitise and count. continue to develop verbal counting to 20 and beyond 	<ul style="list-style-type: none"> continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5 explore the composition of 6, linking this to familiar 	<ul style="list-style-type: none"> continue to compare sets using the language of comparison (greater than/less than) and play games which involve comparing sets 	<p>Shape and Space</p> <ul style="list-style-type: none"> Shape awareness – Developing awareness through construction. Identifying similarities between shapes



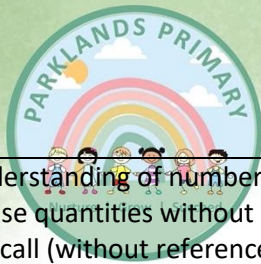
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	<ul style="list-style-type: none"> explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part experience patterns which show a small group and '1 more' continue to match arrangements to finger patterns. 	<ul style="list-style-type: none"> continue to develop object counting skills, using a range of strategies to develop accuracy continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10 order numbers, linking cardinal and ordinal representations of number. 	<ul style="list-style-type: none"> patterns, including symmetrical patterns begin 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 equal explore ways of making unequal sets equal. 	<ul style="list-style-type: none"> Showing awareness of properties of shapes – 3D – cube, cuboid, pyramid, sphere, cone Describing properties of shape <p>Pattern</p> <ul style="list-style-type: none"> Identifying unit of repeat Continuing an ABC pattern Continuing a pattern that ends mid unit.
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 10 become 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 numbers begin to link numbers to doubles begin to explore the composition of numbers within 10. 	<ul style="list-style-type: none"> compare numbers (greater than, less than), reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system. 	<p>Space and shape</p> <ul style="list-style-type: none"> Representing spatial relationships Developing spatial awareness: experiencing different viewpoints (maps)
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' patterns use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when 	<ul style="list-style-type: none"> continue to develop verbal counting to 20 and beyond, including counting from different starting numbers continue 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. 	<p>Space and Shape</p> <ul style="list-style-type: none"> Developing an awareness of relationships between shapes <p>Pattern</p> <ul style="list-style-type: none"> Make their own ABB, ABBC patterns Spot an error in an ABB pattern



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	<p>patterns are similar but have a different number</p> <ul style="list-style-type: none"> • subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10 • be encouraged to identify when it is appropriate to count and when groups can be subitised. 				<p>Measures</p> <ul style="list-style-type: none"> • Beginning to use units to compare things. • Recognising the relationship between the size and number of units - growing
<p>Summer 2</p> <p>Children will:</p>	<ul style="list-style-type: none"> • Subitising on a rekenrek • Subitise to 5 using standard and non standard dot arrangements/ patterns • Subitise '1 more' patterns to 5 	<ul style="list-style-type: none"> • continue to develop verbal counting to 20 and beyond, including counting from different starting numbers • continue to develop confidence and accuracy in both verbal and object counting. • Practice counting teen numbers • Practice counting to 100 	<ul style="list-style-type: none"> • Patterns within numbers up to 10 • distribute collections of objects into equal and unequal groups • recognise an odd and an even number when arranged in a 'doubles' pattern • looking at patterns for numbers up to 100 (on a 100 square) • understand that 5 can be partitioned (split) in different ways • visualise and describe doubles patterns up to '5 and 5'. 	<ul style="list-style-type: none"> • say which set of up to 10 objects contains more than the other. • use their fingers to show 'more than' numbers to 10 • use rekenreks to push amounts of beads that are equal to, more than and fewer than a given number • explore the order and magnitude of numbers to 10. 	<p>Pattern</p> <ul style="list-style-type: none"> • Symbolising the unit structure • Making patterns that repeat around (circle, square) <p>Measures</p> <ul style="list-style-type: none"> • Beginning to experience specific time durations (how many in 1 minute)
	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.				
ELG	<p><u>Mathematics</u></p> <p><u>Number ELG</u></p> <p>Children at the expected level of development will:</p>				



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- 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.

Numerical Patterns ELG

Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.