Wharton CE Primary School Reception LTP Maths - NCETM

Supplemented with NRICH and White Rose

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 1	Baseline Assessment	**Baseline Assessment**	**Mastering Number Week 1** **SUBITISING** ● subitise 1 and 2 ● subitise within 3 / make and describe spatial patterns with 3 dots ● represent quantities on their fingers in different ways. ● identify subgroups of 1, 2 and 3 within larger arrangements. ● circles and triangles	**Mastering Number Week 2** **COUNTING, CARDINALITY & ORDINALITY** ● counting to 5, ● see that counting tells us 'how many' ● 'how many altogether' (cardinality). ● experience counting sounds ● practise counting each object, action or sound once and only once. ● record the results of their count	**Mastering Number Week 3** **COMPOSITION** ● know that 2 is made of 1 and 'another 1' ● make their own collections of 2 objects and identify the '1 and another 1' within them. ● identify when a collection is composed of 3 objects or NOT 3 ● produce their own collection of 3. ● see that 4 can be made with four 1s.	**Mastering Number Week 4** **SUBITISING** ● subitise arrangements of 2 and 3 ● practise making 2s and 3s with their fingers ● subitise auditory patterns of 3 and then 4 ● identify when a small collection is rearranged or the quantity changed. ● show small quantities on their fingers ● make patterns showing 4.	**Mastering Number Week 5** **COMPARISION** ● represent a given number on their fingers without looking ● compare 2 sets of objects and say which is 'more than'. ● compare 2 sets of objects and say which is 'more than' or 'fewer than'.
		shape and space, Measure and pattern – size matching	Shape and space, measure and pattern - Copy and continue a pattern	shape and space, measure and pattern – make a pattern	shape and space, Measure and pattern – naming and sorting shapes with additional links to environmental shapes	shape and space, Measure and pattern – choose shapes for particular purpose	shape and space, Measure and pattern - Positional language with additional exploration
Autumn 2	**Mastering Number Week 6** **COUNTING, CARDINALITY & ORDINALITY** ● practise counting each object, action or sound once ● hear and join in	**Mastering Number Week 7** **COMPARISION** ● practise subitising amounts to 4 ● revisit 'more than' or 'fewer than' by looking. ● compare groups of up to 3 objects	**Mastering Number Week 8** **COMPOSITION** ● identify the 'whole' when shown 1 part of a familiar object ● identify that the parts are still visible when they	**Mastering Number Week 9** **COMPOSITION** ● investigate ways to compose and de-compose sets of 3 ● explore how 1 and 2 are parts of 3.	**Mastering Number Week 10** **COUNTING, CARDINALITY & ORDINALITY** ● hear and join in with the counting sequence to 10, including using songs and	**End of Autumn Endpoints** ● Secure 1:1 correspondence to 10 ● Begin to develop skills of addition, subtraction, sharing, doubling with numbers to 6 ● Begin to represent numbers ● Begin to develop vocabulary of shape, space and measure	

	with the counting sequence to 5 ● tag each object with 1 number word (1:1 correspondence) ● see that they have 5 fingers on one hand. ● say and make numbers to 5 on their fingers ● make collections of 5 in different ways. ● use counters to represent 5 objects ● use a die frame to represent 5. ● count 5 and 5 to make 10 altogether.	by matching them 1:1 ● say when there is an equal number, too many or not enough. ● build towers with an equal number of squares ● match the squares in the towers 1:1	are assembled to make the whole ● hear the language of 'whole' and 'parts'. ● identify parts of their own body ● recognise that some whole objects have parts that cannot be removed. ● identify parts of some animals' bodies ● investigate ways to compose and de-compose sets of 2 and 3 ● know that 1 and 2 are parts of 3.	● investigate ways to compose and de-compose 4. ● investigate ways to compose and de-compose 4 ● use spatial language to describe the shapes ● explain that different parts can make the same whole. ● investigate ways to compose and de-compose 5 ● use spatial language to describe the shapes ● explain that different parts can make the same whole.	rhymes ● use their fingers to represent quantities to 5 and to begin to represent quantities to 10 ● match different representations of quantities to 5 with amounts shown on their fingers. ● remember that the 'stopping number' tells us how many we need altogether ● begin to recognise numerals to 5 ● develop their understanding of equal amounts. ● represent quantities in more abstract ways, such as by clapping or jumping. ● begin to understand that when a set of objects is rearranged, its quantity remains the same.	
	measure and capacity - heavier and lighter	measuring capacity - full and empty	measure – order short sequences of familiar events, use everyday language to talk about time	measure - comparing Height with different objects	measure - comparing Length with different objects	

Spring 1	**Mastering Number Week 11** **SUBITISING** ● hear and join in with the counting sequence to 5, including using songs and rhymes ● see that counting is useful because it tells us 'how many' ● see that the last number in the count tells us 'how many altogether' (cardinality) ● experience counting sounds ● record the results of their count ● count each object, action or sound once and only once	**Mastering Number Week 12** **COUNTING, CARDINALITY & ORDINALITY** ● record the results of their count ● count each object, action or sound once and only once ● match numerals to quantities in order ● help to build towers in order from 1–5 squares ● see the staircase pattern and recognise that each number is 1 more ● order towers of 1–5 interlocking cubes ● notice when we have '1 more' and when we do NOT have '1 more' ● match numerals to representations ● represent staircase patterns in different ways, knowing that each new 'step' is 1 more than the last	**Mastering Number Week 13** **COMPOSITION** ● show numbers to 5 using their fingers ● see that 5 can be partitioned into 4 and 1 ● see that 5 can be partitioned into 3 and 2 ● find ways to partition a set of 5 ● understand that 5 can be partitioned (split) into different parts ● be able to explain what the parts are ● use what they know about 5 to work out a hidden number	**Mastering Number Week 14** **COMPOSITION** ● see that there are 5 dots on a die pattern ● represent 4 in different ways on a die frame ● use their fingers to represent 6 as '5 and a bit' ● use double dice frames to represent 6 as 5 and 1 more ● match die representations of numbers 1–6 to representations on their fingers ● see that 5 and '2 more' make 7 ● count out 6 blocks from a collection ● replace 1 block and know that there are still 6 ● add another block to make 7	**Mastering Number Week 15** **COMPARISON** ● use 'more than' and 'fewer than' to describe quantities ● say when they can see that someone has more or fewer of the same kind of object ● know that it is quantity – not colour – that determines if 1 set has more or fewer of the same type of object than another ● use the words 'an equal number' to say when there is the same number of items in 2 sets ● say when they can see an equal number	Complete work for Spring 1, use to address misconceptions and ensure learning is embedded	
	Measure - Comparing height	Measure - Comparing length	Measure - Days of the week	Ordinal numbers	Measure - Measuring time		

Spring 2	**Mastering Number Week 16** **COUNTING, ORDINALITY AND CARDINALITY** • counting aloud • understanding '5 and a bit' • making numbers 6-8 • 1 more, 1 less to 10 • order numbers to 10	**Mastering Number Week 17** **COMPARISON** • subitise arrangements of 6 and not 6 • order Numberblock images to 8 • represent 8 as '5 and 3 more' • describe how to place the numbers 1 to 8 in order • explain how to order quantities to 10 • reason about which numbers are 'more than' others.. • consolidate their understanding of 8 as '5 and 3 more' • notice when numbers are increased or decreased and explain their thinking	**Mastering Number Week 18** **COMPOSITION** • use skills of conceptual subitising to describe parts of a whole set • visualise arrangements and use gestures to describe the numbers within a whole set • investigate ways of making 7 with two parts • use their fingers to make and describe 7 as '5 and 2 more • notice when towers are made of 7 or NOT 7 interlocking cubes • work out the missing part of 7 using the '5 and a bit' structure • see that 7 can be composed in different ways • explain their understanding of the composition of 7	**Mastering Number Week 19** **COMPOSITION** • practise identifying when 2 sets are equal in number. • identify when a double is shown and explain why • say what the whole is when there are 2 equal parts • use objects to make doubles patterns and describe what they can see • show doubles patterns on their fingers in response to being given the whole • use positional language to describe spatial arrangements of objects • visualise doubles patterns to 5 and 5	**Mastering Number Week 20** **COMPOSITION** • say what the whole is when there are 2 equal parts • recognise and talk about ways in which objects are similar to or different from each other (colour, size, function, shape, etc.) • sort objects according to attributes described by an adult • say what the whole is when there are 2 equal parts • describe attributes that they notice for a group of objects • sort and re-sort objects according to their own attributes • say what the whole is when there are 2 equal parts • describe attributes of the Numberblocks • sort the Numberblocks using the criteria 'odd blocks' or 'even tops'		

					• investigate patterns of doubles.		
	Shape and space - 3D Shapes - Matching objects	Shape and space - Matching 3D Shapes - Real life objects	Pattern - Patterns	Explore odds and evens	Measure - Use language of time		
Summer 1	Mastering Number Week 21 COUNTING, ORDINALITY AND CARDINALITY • count things that cannot be seen (sounds, actions, time periods) • strategies for counting larger sets of things • make and represent collections of larger amounts • counting on from a given number	**Mastering Number Week 22** **SUBITISING** • visualise, make and describe spatial arrangements of 6 • practise subitising to 6 • make and describe arrangements of 6 • listen to rhythmic patterns of up to 5 sounds and determine the quantity • recognise Numberblocks and related doubles patterns on their fingers without counting • subitise doubles amounts shown on 10-frames	**Mastering Number Week 23** **COMPOSITION** • recap that there are 5 fingers on one hand • consolidate their use of finger patterns to represent the composition of 5 • use their fingers to represent the composition of 5 • identify a missing part of 5 • identify when has a set of objects has 5 / not 5 • identify that 6 can be composed of 5 and 1, and 7 can be composed of 5 and 2 • identify arrangements of 6 or 7 objects • represent numbers 6 – 9 on their fingers as ‘5 and a bit’	**Mastering Number Week 24** **COMPOSITION** • recap the numbers 6 to 9 in the ‘5 and a bit’ structure • recap that 10 can be composed as 5 and 5 • identify when 10 is shown using structured arrangements of objects • match numerals to quantities shown as the 5 and a bit structure • explore ways in which 10 can be composed of 2 parts • represent the composition of 10 using dice frames and finger patterns • use structured arrangements to find missing parts of 10 • solve problems involving the composition of 10	**Mastering Number Week 25** **COMPARISON** • join in with a backward count from 5 to 1 • order towers of cubes or number plates from 1–10 on a class number track • join in with a backward count from 5 to 1 • use language to describe positions on a number track • identify whether numbers are before or after 5 on the number track • begin to understand the rules for simple linear track games • reason about the position of numbers on a number track • describe and follow the rules for simple, linear track games	**Mastering Number Week 26** **SUBITISING** • subitise numbers up to 5 represented by finger patterns • orientate a rekenrek correctly and push a number of beads with one finger	

				• identify pairs of numbers that make 10 in unstructured arrangements • identify a missing part of 10 in structured arrangements			
	Capacity - Which one holds the most/least/same ?	Measure - Measuring height with variety of non standard units	Measure - Measuring length with variety of non standard units	Measure – measuring weight by comparison with different object	Count in 2's including 2 objects at a time – up to 20		
Summer 2	**REVIEW AND ASSESS**						
	Subitising Subitise (recognise quantities without counting) up to 5	**Comparison** Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other	**Counting** Verbally count beyond 20, recognising the pattern of the counting system	**Patterns with numbers to 10** Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	**Automatic Recall** 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 doubles facts) c Recall	**Understanding of numbers to 10** Have a deep understanding of number to 10, including the composition of each number	**End of Summer Checkpoint** • ELG Assessment
	Add and subtract within 10	Doubling and halving	Add and subtract within 10	Doubling and halving	Problem solving Interpret results of a survey	Problem solving – explore block diagrams	