



# Caversham Park Primary School

## Reception Curriculum

## Mathematics: Number

### Key Knowledge:

- Have a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers
- Understand the 'one more than/one less than' relationship between consecutive numbers.
- Link the number symbol (numeral) with its cardinal number value.
- Automatically recall number bonds up to 5 (including subtraction facts).
- Know some number bonds to 10.
- Recall some double facts.
- Know the difference between an even and odd number.
- Know that number can be used for ordinal purposes, e.g. 1<sup>st</sup>, 2<sup>nd</sup>

### Key Skills:

- Count objects, actions and sounds with accuracy.
- Count on and back securely to 10 then 20.
- Explore numbers by counting verbally beyond 20, spotting patterns in the number system.
- Subitise patterns of objects and images up to 5
- Explore numbers to 5 and then 10 using practical manipulatives such as tens frames, number tracks, counters, objects.
- Explore numbers to 5 and then 10 using visual models such as part whole models, number lines etc.
- Compare numbers using language such as less than, more than, greater than, fewer than and equal to.
- Begin to practically share objects between different groups.

### Vocabulary:

Number, numeral, digit quantity, how many, total,  
More, less, greater, fewer, equal to  
Pattern, match, compare, sequence, order, before, after, first then, now.  
Pair, double, half, share, group, add/addition, subtract/subtraction, take away, how many, number bond.  
Part, whole, partition, represent, symbol.

### Literature:

#### SEE WRM BOOK LIST BELOW

Counting books such as Spinderella; Ten little monsters (and related series); Ten little ladybugs.  
Five little men in a flying saucer (Dan Crisp)  
  
The Very Busy Spider  
  
The Washing Line  
  
Handa's Surprise

### Enrichment:

Go out into the playground to count anything and everything!  
  
When on trips out to the pond, count the ducks, trees. Discuss one more or less when birds fly away etc.  
  
Visit to the shop

<p><b>Adult Directed:</b> Daily maths lessons and small group focus tasks (using White Rose Maths). Daily counting practise. Use of maths stories within lessons where possible</p>	<p><b>Continuous Provision:</b> Maths area in provision with continuous access to</p> <ul style="list-style-type: none"> <li>• Range of objects for counting (mathematical and abstract)</li> <li>• cubes</li> <li>• 5/10 frames</li> <li>• Number cards/fans/lines/dice/</li> <li>• Numicon</li> </ul> <p>Adults supporting mathematical development within all areas the provision</p>	<p><b>Enhanced Provision:</b> To be planned weekly. Objects and numerals for counting in a variety of areas of the provision.</p> <p>Variety of mathematical objects, games, puzzles and activities available to be placed in the provision. Shop role play</p>
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**Assessment (ELGs)**

<p><b>Prime Areas:</b> PSED- Children should develop positive attitudes and interests in mathematics PSED- To not be afraid to make mistakes in maths and develop resilience when this happens. C&amp;L = To use 'have a go' talk to adults and peers about what they notice. C&amp;L- To use mathematical language to help to communicate their ideas. PD- To develop the fine motor skills to accurately count objects and use manipulatives with ease.</p>	<p><b>Specific Areas:</b> Maths - Number:</p> <ul style="list-style-type: none"> <li>• Have a <b>deep understanding</b> of number to 10, including the composition of each number.</li> <li>• <b>Subitise</b> (recognise quantities without counting) up to 5.</li> <li>• 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.</li> </ul> <p>Maths - Numerical Patterns:</p> <ul style="list-style-type: none"> <li>• Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>
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**Progression**

Autumn	Spring	Summer
<ul style="list-style-type: none"> <li>• Fast recognition of up to 5 objects, without having to count them individually (subitising).</li> <li>• Recite numbers past 5 (forwards &amp; back.)</li> <li>• Say one number for each item in order: 1,2,3,4,5.</li> <li>• Know that the last number reached when counting a small set of objects tells you how many there are in total.</li> <li>• Show 'finger numbers' up to 5.</li> <li>• Represent numerals to 5 on five frames, fingers and in other ways.</li> <li>• Link numerals and amounts up to 5</li> <li>• Experiment with their own symbols and marks as well as numerals.</li> <li>• Solve real world mathematical problems with numbers up to 5.</li> <li>• Compare quantities to 5</li> <li>• Order numerals to 5</li> <li>• Understand the concept of 1 more and 1 less.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the concept of zero</li> <li>• Continue to developing rapid and automatic recognition of 0-5 (subitising)</li> <li>• Identify composition for each number for 1-5 and some beyond.</li> <li>• Automatically recall number bonds to 5 and subtraction facts.</li> <li>• Use subitising to 5 to help identify how many there are up to 10 without counting all (conceptual subitising)</li> <li>• Recognise numerals to 10</li> <li>• Count objects and actions to 10 reliably.</li> <li>• Match numerals to amounts to 10.</li> <li>• Represent numbers to 10 using ten frames, fingers, part whole models etc.</li> <li>• Compare quantities to 10.</li> <li>• Order numerals to 10</li> <li>• Count and recite numbers beyond 10 (forwards &amp; back).</li> <li>• Recall some number bonds to 10.</li> <li>• Write some numerals and symbols when recording.</li> <li>• Solve real world mathematical problems with numbers up to 10.</li> <li>• Find/recall 1 more &amp; 1 less of numbers to 10</li> <li>• Combine groups to add</li> <li>• Make Pairs</li> </ul>	<ul style="list-style-type: none"> <li>• Rote count to 20 and beyond (forwards &amp; back).</li> <li>• Begin to understand the composition of numbers beyond tens as one ten and ones.</li> <li>• Use appropriate vocabulary when comparing quantities</li> <li>• Continue to recall number bonds for numbers up to 10 and subtraction facts.</li> <li>• Recall some double facts.</li> <li>• Combine groups to add</li> <li>• Understand subtraction as 'take away'</li> <li>• Continue to solve real world mathematical problems with numbers up to 10.</li> <li>• Recall 1 more and 1 less than numbers to at least 10</li> <li>• Understand the concepts of doubling, sharing and grouping.</li> <li>• Know the difference between an even and odd number and how to identify them using 'pair wise'</li> </ul>