

Reception: Autumn term	Reception: Spring term	Reception: Summer term	Year 1
<p>Number: NCETM Mastering Number</p> <p><i>Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.</i></p> <ul style="list-style-type: none"> • identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers ‘hiding’ inside larger numbers connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers • hear and join in with the counting sequence, and connect this to the ‘staircase’ pattern of the counting numbers, seeing that each number is made of one more than the previous number • develop counting skills and knowledge, including: that the last number in the count tells us ‘how many’ (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds • compare sets of objects by matching • begin to develop the language of ‘whole’ when talking about objects which have parts. 	<p>Number: NCETM Mastering Number</p> <p>Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.</p> <ul style="list-style-type: none"> • continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5 • explore the structure of the numbers 6 and 7 as ‘5 and a bit’ and connect this to finger patterns and the Hungarian number frame • focus on equal and unequal groups when comparing numbers • understand that two equal groups can be called a ‘double’ and connect this to finger patterns • sort odd and even numbers according to their ‘shape’ • continue to develop their understanding of the counting sequence and link cardinality and ordinality through the ‘staircase’ pattern • order numbers and play track games • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers 	<p>Number: NCETM Mastering Number</p> <p>Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.</p> <ul style="list-style-type: none"> • continue to develop their counting skills, counting larger sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • compare quantities and numbers, including sets of objects which have different attributes • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2. • begin to generalise about ‘one more than’ and ‘one less than’ numbers within 10 • continue to identify when sets can be subitised and when counting is necessary • develop conceptual subitising skills including when using a rekenrek 	<p>Number</p> <p>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. (Number and Place Value)</p> <p>Count and read numbers to 100 in numerals. (Number and Place Value)</p> <p>Count and write numbers to 100 in numerals. (Number and Place Value)</p> <p>Count in multiples of twos, fives and tens from 0. (Number and Place Value)</p> <p>Identify one more and one less of a given number. (Number and Place Value)</p> <p>Represent and use number bonds within 20. (Addition and Subtraction)</p> <p>Represent and use subtraction facts within 20. (Addition and Subtraction)</p> <p>Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher (Multiplication and Division)</p> <p>Recognise, find and name a half as one of two equal parts of an object, shape or quantity. (Fractions)</p>

<p>Shape and Space: Development Matters</p> <ul style="list-style-type: none"> Select, rotate and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. 	<p>Geometry</p> <p>Recognise and name common 2-D shapes e.g. rectangles (including squares), circles and triangles. (Properties of Shape)</p> <p>Recognise and name common 3-D shapes e.g. cuboids (including cubes), pyramids and spheres. (Properties of Shape)</p>
<p>Measurement: Development Matters</p> <ul style="list-style-type: none"> Compare length, weight and capacity 	<p>Measurement</p> <p>Compare, describe and solve practical problems for capacity and volume e.g. full/empty, more than, less than, half, half full, quarter. (Measurement)</p> <p>Compare, describe and solve practical problems for lengths and heights e.g. long/short, longer/shorter, tall/short, double/half. (Measurement)</p> <p>Compare, describe and solve practical problems for mass/weight e.g. heavy/light, heavier than, lighter than. (Measurement)</p> <p>Compare, describe and solve practical problems for time e.g. quicker, slower, earlier, later. (Measurement)</p> <p>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. (Measurement)</p>
<p>Pattern: Development Matters</p> <ul style="list-style-type: none"> Continue, copy and create repeating patterns 	

	Moderated By	Pre- Moderation Step		Post- Moderation Step		Targets
		Well Below, Below, EXP	On track to meet ELG	Well Below, Below, EXP	On track to meet ELG	
Autumn Term						•
Spring Term						•
Summer Term						•