

New Mathematics Curriculum Programme of Study

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	<p>Using number rhymes and chants</p> <p>To count objects to 10 and beyond 10</p> <p>To recognise some numerals of personal significance</p> <p>To select the correct numeral to represent 1 to 10</p> <p>Days of the week</p> <p>Tracing numerals</p> <p>Ordering numerals</p> <p>Daily opportunities to count</p> <p>Patterns using</p> <p><u>Strategies and resources</u></p>	<p>To count objects to 20 and count beyond 20</p> <p>Number songs</p> <p>To select the correct numeral to represent 1 -20</p> <p>Find the total of 2 groups</p> <p>Find how many are left by subtracting</p> <p>Using the mathematical names for 2D shapes</p> <p>Using the mathematical names for 3D shapes</p> <p>Use mathematical terms to describe</p>	<p>To use the language of 'more' and 'fewer' to compare 2 sets of objects (up to 20)</p> <p>Counting cubes</p> <p>Say the number that is 1 more than a given number</p> <p>Count in 10s</p> <p>Sequence numbers to 20</p> <p>To find the number of items in two groups by counting them</p> <p>Use language such as more or less, greater or smaller, heavier or lighter to compare two</p>	<p>To estimate objects and check by counting- e.g. Estimate how many fish in water tray etc.</p> <p>Recognise, continue and create patterns with shapes and colours.</p> <p>Count out the correct number of objects to match a teen number card and compare amounts.</p> <p>Work out one or two 'more' than a given number.</p> <p>Identify the number bonds to 5 and the different ways of making 5.</p> <p>Add together two</p>	<p>Counting in 10s and 5s</p> <p>Identify and name different coins and say the value of some coins.</p> <p>Identify different ways of making a total of 10</p> <p>Sorting solid and flat shapes and name some 3D shapes.</p> <p>Finding how many altogether</p> <p>Count back to solve practical subtraction problems.</p> <p>Share amounts to 10 equally into given groups.</p>	<p>Daily counting</p> <p>Understanding the value of coins and selecting coins to match values.</p> <p>Understand that clocks are used to tell the time and that the hands tell us the hours and minutes. Telling time to the hour.</p> <p>Consolidate all areas covered in previous terms.</p> <p>Relate addition to combining two groups of objects and subtracting to 'taking away'.</p> <p>Read, write and order numbers</p>

	<p>Washing line – 1 to 10</p> <p>Introduce age and birthday</p> <p>10 fat sausages</p> <p>10 green bottles</p> <p>Number songs with props</p> <p>Number tiles</p> <p>Threading numbers</p> <p>Playdough</p> <p>Number splat</p> <p>Counting children daily</p> <p>Record using marks</p> <p><u>Outdoor Games</u></p> <p>'What's the time, Mr Wolf?</p>	<p>2-D and 3-D shapes</p> <p>Order objects by length using the language 'longer'; 'shorter'; and height using the language 'taller'/ 'shorter'</p> <p>Use the language of full, half full, nearly full, empty when discussing capacity</p>	<p>numbers or quantities.</p>	<p>groups by counting altogether.</p>	<p>Double and halve one digit numbers,</p>	<p>from 0 to 20.</p> <p>Use everyday words to describe position.</p> <p>Use developing mathematical ideas and methods to solve problems.</p> <p>Counting in 2s, 5s and 10s.</p>
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