Numbers & Patterns Overview – Planning for Mastery

Year Group - Reception

	Week 1	Week 2	Week 3	Week 4 1	Week 5 2	Week 6 3	Week 7 4	Week 8 5	Week 9 6	Week 10 7	Week 11 8	Week 12 9	Week 13 10	Week 14 11
Autumn Term	Home Visits	Induction and Baseline	Induction and Baseline	To develop good noticing skills when looking at amounts, comparing similarities and differences. To create pairs and using similarities and difference to classify. To decide how to group objects and creating rules for these. To learn to give reason for their choices and explain why.			To develop a good working knowledge of 1 and 2. To know the value of these numbers and how to represent them.	To understand the value of 1, 2 and 3 representing these amounts in different ways.	To develop a good working knowledge of 3 and its value. To recap on numbers 1,2,3 and understand the different ways to represent these.	To continue to develop a working knowledge of numbers 1 to 3 and apply knowledge in practical situations.	To develop a good working knowledge of 4 and its value. To recap on numbers 1,2 and 3 and understand the different ways to represent these.	To develop a good working knowledge of 5 and its value. To recap on numbers 1,2, 3 and 4 and understand the different ways to represent these.	To continue to develop a working knowledge of numbers 1 to 5 whilst beginning to develop an understanding of 1 more and 1 fewer.	To develop understanding of time, begin to talk about night and day and events in their daily routine and explore how time can be measured in its simplest form such as counting the number of sleeps.

	Week 1 12	Week 2 13	Week 3 14	Week 4 15	Week 5 16	Week 6 17	Week 7 18	Week 8 19	Week 9 20	Week 10 21	Week 11 22	Week 12 23		
Spring Term	To understand the concept of zero, how this can be represented in practical activities and how it can be recorded.	To be able to compare differing amounts between 2 groups using mathematical language and to continue to develop a deeper understanding of the composition of numbers 4 and 5.	To develop understanding of mass and capacity, make comparisons, to estimate weight and check using balance scales. To explore capacity using different materials and containers with opportunity to apply this understanding within continuous provision.	To develop a good working knowledge of 6 and 7 and their value, their composition and ways in which values can be represented. To continue to develop an understanding of pairs, beginning to combine 2 groups.	To develop a good working knowledge of 7 and 8, their value and ways to represent this. To continue to develop an understanding of pairs, doubling and halving numbers and days of the week.	To develop a good working knowledge of 8 and its value. To begin to combine numbers to find totals. To begin to understand measures of time, height and length and make comparisons.	To develop a good working knowledge of 9 and 10 and their value. To begin to combine numbers to find totals.	To develop a good working knowledge of 10, representing number 10 in different ways and exploring number bonds to 5 using objects.	To know and name common 3D shapes, manipulate and rotate them to talk about and understand their properties. To recognise a repeating pattern, spot a mistake in a pattern so it repeats and generate patterns of own design.	To consolidate working knowledge of numbers from 0-10, how to represent/record values/amounts and number bonds to 5.	To consolidate working knowledge of numbers from 0 to 10, comparing amounts, with focus on 'fewer than' using various representations, and addition.	To continue to develop a deeper understanding of the composition of numbers beyond 10. To develop an understanding of how quantities can be changed by adding more. To learn to re-count all the items to see how many there is altogether and when ready count on.		

	Week 1 24	Week 2 25	Week 3 26	Week 4 27	Week 5 28	Week 6 29	Week 7 30	Week 8 31	Week 9 32	Week 10 33	Week 11 34	Week 12 35	Week 13 36	
Summer Term	To continue to develop a deeper understanding of the composition of numbers beyond 10. To develop an understanding of how quantities can be changed by adding more. To learn to re-count all the items to see how many there is altogether and when ready count on.	To develop an understanding of the concept taking away. To know that the answer is fewer when subtracting.	To be able to understand that doubling means 'twice as many'. To develop the understanding that numbers can be doubled as well as objects. To play with, explore doubling and explore early symmetry.	To develop an understanding of sharing and grouping. To recognise and make equal groups and notice that sometimes there are left over when they share or group.	To develop knowledge and strategies to be able to solve problems. To record ideas mathematically, make reasonable estimations, explore properties of shapes, refine ideas to find better or more efficient approaches. To reason and explain findings.	To consolidate and increase understanding of sharing, doubling, adding and taking away.	To develop an understanding of odd and even numbers. To develop an understanding that not all numbers can be shared equally.	To develop understanding and consolidation of subitising, counting, composition, sorting and matching, comparing and ordering, using numbers beyond 10 and investigating 100.	To develop knowledge of common 2D shapes, noticing details such as edges and corners. Play with, explore, and rotate shapes to create patterns, other shapes and shapes made of shapes.	To use spatial reasoning and the language associated with this to follow and make maps and give and follow directions.	To understand, explore and investigate relationships /patterns between numbers and shapes. To develop spacial reasoning.	To continue to develop a deeper understanding of the composition of numbers to 10. To develop an understanding of teen numbers and how these can be represented.	To continue to develop a deeper understanding of the composition of numbers to 10. To develop an understanding of teen numbers and how these can be represented. To develop an understanding of the counting patterns.	