WHE TEACHING OF MATHEMATICS

Mastering Number: Overview of content - Reception

| Strand/ Half-term | Subitising | Cardinality, ordinality and counting | Composition | Comparison |
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| $1$ <br> Children will: | - perceptually subitise within 3 <br> - identify sub-groups in larger arrangements <br> - create their own patterns for numbers within 4 <br> - practise using their fingers to represent quantities which they can subitise <br> - experience subitising in a range of contexts, including temporal patterns made by sounds. | - relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set <br> - have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song <br> - have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting <br> - have opportunities to develop an understanding that anything can be counted, including actions and sounds <br> - explore a range of strategies which support accurate counting. | - see that all numbers can be made of 1 s <br> - compose their own collections within 4. | - understand that sets can be compared according to a range of attributes, including by their numerosity <br> - use the language of comparison, including 'more than' and 'fewer than' <br> - compare sets 'just by looking'. |
| $2$ <br> Children will: | - continue from first half-term <br> - subitise within 5 , perceptually and conceptually, depending on the arrangements. | - continue to develop their counting skills <br> - explore the cardinality of 5 , linking this to dice patterns and 5 fingers on 1 hand <br> - begin to count beyond 5 <br> - begin to recognise numerals, relating these to quantities they can subitise and count. | - explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot <br> - explore the composition of numbers within 5 . | - compare sets using a variety of strategies, including 'just by looking', by subitising and by matching <br> - compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts. |


| $3$ <br> Children will: | - increase confidence in subitising by continuing to explore patterns within 5 , including structured and random arrangements <br> - explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part <br> - experience patterns which show a small group and '1 more' <br> - continue to match arrangements to finger patterns. | - continue to develop verbal counting to 20 and beyond <br> - continue to develop object counting skills, using a range of strategies to develop accuracy <br> - continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10 <br> - order numbers, linking cardinal and ordinal representations of number. | - continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5 <br> - explore the composition of 6 , linking this to familiar patterns, including symmetrical patterns <br> - begin to see that numbers within 10 can be composed of ' 5 and a bit'. | - continue to compare sets using the language of comparison, and play games which involve comparing sets <br> - continue to compare sets by matching, identifying when sets are equal <br> - explore ways of making unequal sets equal. |
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| $4$ <br> Children <br> will: | - explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'. | - continue to consolidate their understanding of cardinality, working with larger numbers within 10 <br> - become more familiar with the counting pattern beyond 20. | - explore the composition of odd and even numbers, looking at the 'shape' of these numbers <br> - begin to link even numbers to doubles <br> - begin to explore the composition of numbers within 10. | - compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system. |
| $5$ <br> Children will: | - continue to practise increasingly familiar subitising arrangements, including those which expose ' 1 more' or 'doubles' patterns <br> - use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number <br> - subitise structured and unstructured patterns, including | - continue to develop verbal counting to 20 and beyond, including counting from different starting numbers <br> - continue to develop confidence and accuracy in both verbal and object counting. | - explore the composition of 10. | - order sets of objects, linking this to their understanding of the ordinal number system. |


|  | those which show numbers within <br> 10, in relation to 5 and 10 <br> be encouraged to identify when it <br> is appropriate to count and when <br> groups can be subitised. |  |  |
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| 6 | In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different <br> numbers. |  |  |

