

## **Mastering Number: Overview of content – Reception**

Strand/ Half-term	Subitising	Cardinality, ordinality and counting	Composition	Comparison
1 Children will:	<ul> <li>perceptually subitise within 3</li> <li>identify sub-groups in larger arrangements</li> <li>create their own patterns for numbers within 4</li> <li>practise using their fingers to represent quantities which they can subitise</li> <li>experience subitising in a range of contexts, including temporal patterns made by sounds.</li> </ul>	<ul> <li>relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set</li> <li>have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song</li> <li>have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting</li> <li>have opportunities to develop an understanding that anything can be counted, including actions and sounds</li> <li>explore a range of strategies which support accurate counting.</li> </ul>	<ul> <li>see that all numbers can be made of 1s</li> <li>compose their own collections within 4.</li> </ul>	<ul> <li>understand that sets can be compared according to a range of attributes, including by their numerosity</li> <li>use the language of comparison, including 'more than' and 'fewer than'</li> <li>compare sets 'just by looking'.</li> </ul>
2 Children will:	<ul> <li>continue from first half-term</li> <li>subitise within 5, perceptually and conceptually, depending on the arrangements.</li> </ul>	<ul> <li>continue to develop their counting skills</li> <li>explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand</li> <li>begin to count beyond 5</li> <li>begin to recognise numerals, relating these to quantities they can subitise and count.</li> </ul>	<ul> <li>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</li> <li>explore the composition of numbers within 5.</li> </ul>	<ul> <li>compare sets using a variety of strategies, including 'just by looking', by subitising and by matching</li> <li>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.</li> </ul>



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



	those which show numbers within 10, in relation to 5 and 10  • be encouraged to identify when it is appropriate to count and when groups can be subitised.		
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 numbers.		