**Reception Overview**

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|  | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** |
| **Autumn** | Baseline/ getting to know your learners. | | | Numbers: counting and recognition | | | Shape, Space and Measures: 2D shape | | SSM: money | Numbers: addition and subtraction | | |
| **Spring** | Numbers: counting and recognition | | | Shape, Space and Measures: size, weight and capacity | | | Numbers: addition and subtraction | | | Shape, Space and Measures: 3D shape | | SSM: time |
| **Summer** | Numbers: counting and recognition | | Numbers: addition and subtraction | | Numbers : doubling, halving and sharing | | | Shape, Space and Measures: position and distance | | | Consolidation and Assessment | |

**Reception: Autumn Term**

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| **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** | **Week 11** | **Week 12** |
| Baseline/ getting to know your learners. | | | **Numbers (using numbers 1-5)**  **Children count reliably with numbers 1-5.**  Recognise numerals 1-5.  Counts up to 3 or 4 objects by saying one number name for each item.  Count actions or objects that cannot be moved.  Selects the correct numeral to represent 1-5 objects.  Counts an irregular arrangement of up to 5 objects. | | | **Shape, Space and Measures**  **Explore characteristics of everyday objects and shapes and use mathematical language to describe them.**  **Recognise, create and describe patterns.**  Beginning to use mathematical names for ‘flat’ 2D shapes and mathematical terms to describe shapes.  Selects a particular named shape.  Use familiar objects and common shapes to create and recreate patterns and build models. | | **Shape, Space and Measures**  **Use everyday language to talk about money.**  Beginning to use everyday language related to money. | **Numbers (Securing numbers 1-5)**  **Place them in order and say one more and one less than a given number.**  **Using quantities and objects, add and subtract two single digit numbers and count on or back to find the answer.**  Use the language of ‘more’ or ‘fewer’ to compare two sets of objects.  Finds the total number of items in two groups by counting all of them.  Says the number that is one more than a given number.  Finds the number one more and one less than group of up to 5 objects.  In practical activities and discussion, begin to use the vocabulary related to addition and subtraction. | | |

**Reception: Spring Term**

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| **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** | **Week 11** | **Week 12** |
| **Numbers (using numbers 1-10)**  **Children count reliably with numbers 1-10.**  Recognise numerals 1-10.  Counts out up to 10 objects from a larger group.  Counts actions or objects that cannot be moved.  Selects the correct numeral to represent 1-10 objects.  Counts objects to 10.  Counts an irregular arrangement of up to 10 objects. | | | **Shape, Space and Measures**  **Children use everyday language to talk about size, weight and capacity to compare quantities and objects and to solve problems.**  Orders two or three items by length or height.  Orders two items by weight or capacity. | | | **Numbers (securing numbers 1-10)**  **Place them in order and which number is one more or one less than a given number. Using quantities or objects, add and subtract two single digit numbers and count on or back to find the answer.**  Use the language of ‘more’ and ‘fewer’ to compare two sets of objects.  Finds the total number of items in two groups by counting all of them.  Says the number that is one more than a given number.  Finds one more or one less than a group of up to 10 objects.  In practical activities and discussion, begin to use the vocabulary involved in addition and subtraction.  Estimates how many objects they can see and checks by counting them. | | | **Shape, Space and Measures**  **Explore characteristics of everyday objects and shapes and use mathematical language to describe them.**  **Recognise , create and describe patterns.**  Beginning to use mathematical names for ‘solid’ 3D shapes and mathematical terms to describe shapes.  Selects a particular named shape.  Use familiar objects and common shapes to create and recreate patterns and to build models. | | **SSM**  **Use everyday language to talk about time to compare quantities and to solve problems.**  Use everyday language related to time.  Orders and sequences familiar events.  Measures short periods of time in simple ways. |

**Reception: Summer Term**

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| **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** | **Week 11** | **Week 12** |
| **Number (1-20)**  **Count reliably with numbers from 1-20.**  Recognise numerals 1 to 20.  Counts out up to 20 objects from a larger group.  Counts actions and objects that cannot be moved.  Selects the correct numeral to represent 1-20 objects.  Counts objects 1-20  Counts an irregular arrangement of up to 20 objects. | | **Numbers (1-20)**  **Place them in order and say which number is one more and one less than a number. Using quantities and objects, add and subtract two single digit numbers and count on or back to find the answer.**  Use the language of more and fewer to compare sets of objects.  Finds the total number of items in two groups by counting all of them.  Says the number that is one more than a given number.  Finds one more or one less from a group of up to 20 objects.  In practical activities and discussion, begin to use the vocabulary involved in addition and subtraction.  Estimates how many objects they can see and checks by counting them. | | **Numbers**  **Solve problems including doubling, halving and sharing.**  In practical activities and discussion, begin to use the vocabulary involved in doubling, halving and sharing. | | | **Shape, Space and Measures**  **Use everyday language to talk about position and distance to compare quantities and objects and to solve problems.**  Can describe their relative position, such as ‘behind’ or ‘next to’. | | | Time at the beginning or end of the term for consolidation, gap filling, seasonal activities, assessments etc. | |