Reception

Mastery Overview
Term by Term

mathshub@trinityacademyhalifax.org

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Reception

Reception Overview

Since our Year 1 to Year 6 Schemes of Learning and overviews have been released we have had lots of requests for something similar as a starting point for Reception. This document provides the yearly overview that schools have been requesting. We really hope you find it useful and use it alongside your own planning.

We had a lot of people interested in working with us on this project and this document is a summary of their work so far. We would like to take this opportunity to thank everyone who has contributed their thoughts to this final document.

We are currently working on creating more detailed termly plans to go alongside our yearly overview, these will be released before each term starts.

If you have any feedback on any of the work that we are doing, please do not hesitate to get in touch. It is with your help and ideas that the Maths Hubs can make a difference.

The White Rose Maths Hub Team

Guidance

The Reception yearly overview has been ordered in a logical way using the Early Learning Goals (ELGs). Number is at the heart of our scheme and the ELGs have been broken down to support our ethos of spending longer on some topics to ensure children have a deep understanding before moving on to the next topic. This document fits in with the White Rose Maths Hub Year 1 – 6 Mastery documents.

If you have not seen these documents before you can register to access them for free by completing the form on this link http://www.trinitytsa.co.uk/maths-hub/free-learning-schemes-resources/

Once registered you will be provided with a Dropbox link to access these documents; please be aware some school IT systems block the use of Dropbox so you may need to access this at home.

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Development Matters

Each section starts with the ELG underlined and in bold. The statements underneath are taken from the Development Matters (40-60 months old) document; these support the children to meet the ELG. If you have children working below age related expectation we advise you look at the 30-50 months expectations for guidance. This document supports challenging all pupils within Reception; we would not recommend that you use suggestions from the Year 1 Mastery document to challenge any pupils who you feel are more confident in mathematics.

We have not included the Development Matters statement 'Records, using marks that they can interpret and explain' because this does not link directly to the ELGs. It is a Year 1 objective for children to read, write and interpret mathematical statements. However, if children are interested and able to use marks to explain their thoughts, then this should not be discouraged. The use of zero is also a Year 1 objective but children need to be aware of the number and value of it. We cannot stress enough the importance that children understand having nothing is recorded using zero.

We have adapted one of the Development Matters Numbers statements from 'Counts out up to six objects from a larger group' to ten instead of six. As our scheme works up to 10 in spring we feel it is important children count anything up to 10.

Although sections have been dedicated to teaching time, money and measures they are shorter because these topics are taught throughout the year. For example, a week has been dedicated to money to introduce and discuss the different coins, but money will be taught through addition and subtraction and will be in different areas of provision across the year.

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Everyone Can Succeed

As a Maths Hub we believe that all students can succeed in mathematics. We don't believe that there are individuals who can do maths and those that can't. A positive teacher mindset and strong subject knowledge are key to student success in mathematics.

More Information

If you would like more information on 'Teaching for Mastery' you can contact the White Rose Maths Hub at mathshub@trinityacademyhalifax.org

We are offering courses on:

- Bar Modelling
- Teaching for Mastery
- Year group subject specialism intensive courses – become a maths expert.

Our monthly newsletter also contains the latest initiatives we are involved with. We are looking to improve maths across our area and on a wider scale by working with the other Maths Hubs across the country.

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Acknowledgements

The White Rose Maths Hub would like to thank the following people for their contributions, and time is the collation of this document:

Sally Smith
Simone Gonzalez-Hill
Tina Walker
Alex Leeman
Nicola Carter
Jennifer Briedis
Debra Greenwood
Sarah Barker
Gemma Heap
Ellen Cooper

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Term by Term Objectives

Reception

Reception Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Baseline/ getting to know your learners			Numbers: counting and recognition			Shape, space and measures: 2D shape		Shape, space and measures: 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		Shape, space and measures: time
Summer	Numbers: counting and recognition		Numbers: addition and subtraction		Numbers: doubling, halving and sharing			Shape, space and measures: position and distance			Consolidation/ assessments	

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Term by Term Objectives

Year	Reception	Term	Autumn

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 from 1 to 5** Recognise some numerals of personal significance. Recognises numerals 1 to 5. Counts up to three or four objects by saying one number name for each item. Count actions or objects which cannot be moved. Selects the correct numeral to represent 1 to 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** **Children 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 which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.** Uses 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 from a group of up to five objects. In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting.		

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Term by Term Objectives

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Year	Reception	Term	Spring

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 from 1 to 10** Recognises numerals 1 to 10. Counts out up to 10 objects from a larger group. Count actions or objects which cannot be moved. Selects the correct numeral to represent 1 to 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 say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.** Uses 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 from a group of up to 10 objects. In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting. 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 build models.		**Shape, space and measures** **Children use everyday language to talk about time to compare quantities and to solve problems.** Uses everyday language related to time. Orders and sequences familiar events. Measures short periods of time in simple ways.

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Year	Reception	Term	Summer

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 – 20)* **Children count reliably with numbers from 1 to 20** Recognises numerals 1 to 20. Counts out up to 20 objects from a larger group. Count actions or objects which cannot be moved. Selects the correct numeral to represent 1 to 20 objects. Counts objects to 20. Counts an irregular arrangement of up to 20 objects.		**Numbers** *(Securing numbers 1-20)* **Place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.** Uses 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 from a group of up to 20 objects. In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting. 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** **Children 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.	

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