

Belmont Infants Reception Maths Curriculum 2022 -2023

Term	Activity Cards	Content	Fluency skills	NCETM Mastering Number	ELG links	ELG
Autumn 1	Activity cards 1,2 and 3	- Introducing Numicon Shapes - Ordering Numicon Shapes - Introducing Numicon Shape patterns and number rods	Counting forwards and backwards to 10 , 20 and then within 100 Subitising numbers 1-5 Composing and partitioning numbers to 5	Subitising - perceptually subitise within 3 - identify sub-groups in larger arrangements - create their own patterns for numbers within 4 - practise using their fingers to represent quantities which they can subitise - experience subitising in a range of contexts, including temporal patterns made by sounds.	Daily maths opportunities AC A Daily counting activities AC B - Introducing Numicon Shapes AC1 Introducing number rods and ordering Numicon Shapes AC2 - Introducing Numicon Shape patterns and number rod trays AC3	Have a deep understanding of number to 10, including the composition of each number
				Cardinality and counting - relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set - have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song - have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting - have opportunities to develop an understanding that anything can be counted, including actions and sounds - explore a range of strategies which support accurate counting.		Verbally count beyond 20, recognising the pattern of the counting system;
				Composition - see that all numbers can be made of 1s - compose their own collections within 4.		Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
				Comparison understand that sets can be compared according to a range of attributes, including by their numerosity		

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			• use the language of comparison, including 'more than' and 'fewer than' • compare sets 'just by looking'		
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Autumn 2	Activity cards 4,5,6	- Linking Numicon Shapes with number ideas and numerals - Linking numerals with Numicon Shapes, and ordering number rods activity - Finding how many by grouping, and teen numbers	Counting forwards and backwards to 10, 20 and then within 100 For a given number up to 10, say the next or previous number Subitising numbers 1-5	Subitising continue from first half-term subitise within 5, perceptually and conceptually, depending on the arrangements.	Daily maths opportunities AC A Daily counting activities AC B - Linking Numicon Shapes with numbers and numerals, and comparing number rods AC4 - Securing links between numerals, Numicon Shapes and patterns, and ordering number rods AC5 - To check that children use the terms 'odd' and 'even', build them into your teaching of ACs 4 and 5. Other opportunities will crop up throughout all the ACs.	Have a deep understanding of number to 10, including the composition of each number
				Cardinality and counting - Continue to develop their counting skills - explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand - begin to count beyond 5 - begin to recognise numerals, relating these to quantities they can subitise and count.		Verbally count beyond 20, recognising the pattern of the counting system;
				Composition - 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 - explore the composition of numbers within 5.		Subitise (recognise quantities without counting) up to 5
				Comparison - compare sets using a variety of strategies, including 'just by looking', by subitising and by matching - 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.		Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

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Spring 1	Activity cards 7,8,9	- Adding with Numicon Shape - Adding 1 more Activity - Subtracting - finding the difference	Counting forwards and backwards to 10 , 20 and then within 100 For a given number up to 20, say the next or previous number Subitising numbers 1-10	Subitising - increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements - explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part - experience patterns which show a small group and '1 more' - continue to match arrangements to finger patterns. Counting and cardinality - continue to develop verbal counting to 20 and beyond - continue to develop object counting skills, using a range of strategies to develop accuracy - continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10 - order numbers, linking cardinal and ordinal representations of number. Composition - continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5 - explore the composition of 6, linking this to familiar patterns, including symmetrical patterns - begin to see that numbers within 10 can be composed of '5 and a bit' Comparison - continue to compare sets using the language of comparison, and play games which involve comparing sets - continue to compare sets by matching, identifying when sets are equal	Daily maths opportunities AC A Daily counting activities AC B - Explore and represent (Numicon) patterns within numbers up to 10 ACs 7 and 8 and beyond. - Adding with Numicon Shapes AC8 - Adding one more AC9 - Taking away with Numicon Shapes AC10	Verbally count beyond 20, recognising the pattern of the counting system;
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				explore ways of making unequal sets equal.		
Spring 2	Activity cards 10,11,12	- Subtracting - taking away Activity - Doubling and halving Activity - Subtracting 1, connecting increase and decrease	Counting forwards and backwards to 10 , 20 and then within 100 1 more/ less to 10 Doubles to 5	Subitising - explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'. Counting and cardinality - continue to consolidate their understanding of cardinality, working with larger numbers within 10 - become more familiar with the counting pattern beyond 20. Composition - explore the composition of odd and even numbers, looking at the 'shape' of these numbers - begin to link even numbers to doubles - begin to explore the composition of numbers within 10. Comparison - compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system.	Daily maths opportunities AC A Daily counting activities AC B - Recognising coins (1p, 2p) - Linking coins to halving, sharing, doubling, adding and subtracting. - Halving and sharing including distributing quantities equally AC12 Halving and doubling AC16 - Subtracting one and adding one with number rods AC11 - Halving and sharing AC12 - Adding - parts and wholes AC13 - Explore measure - capacity/volume/weight/ through cooking Read the Great Pet Sale Link money to NFF activities	Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

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Summer 1	Activity cards 13,14,15	- Halving and sharing - How many more, how many fewer? - Activity - Adding parts and wholes Activity	Counting forwards and backwards to 10 , 20 and then within 100 Halves to 10	Weeks 21 – 25 Subitising - continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns - 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 - subitise structured and unstructured patterns, including 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.	Daily maths opportunities AC A Daily counting activities AC B	Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
				Counting and cardinality - continue to develop verbal counting to 20 and beyond, including counting from different starting numbers - continue to develop confidence and accuracy in both verbal and object counting.		
				Composition explore the composition of 10.		
				Comparison order sets of objects, linking this to their understanding of the ordinal number system.		

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Summer 2	Activity cards 16,17,18	- Subtracting - parts and wholes - Connecting adding, subtracting and number lines - More teen numbers, adding and subtracting fact	Counting forwards and backwards to 10 , 20 and then within 100 Subitising numbers teen numbers using place value	Week 26 + revision 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.	Daily maths opportunities AC A Daily counting activities AC B Halving and doubling AC16	Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
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*additional shape space and measure learning is planned into morning maths starters, outdoor learning focus tasks and as part of continuous provision