

Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Spatial Reasoning and Subitising quantities up to 3	Children will begin to develop their knowledge and understanding of 3D shapes before moving on to subitising quantities 1-3. • Unit 3: Spatial reasoning – Construction and 3D shapes • Unit 3: Spatial reasoning – Construction and 2D shapes •Book 1: Subitising 1-2 •Book 2: Subitising 1-3 Short Step Progression Links <i>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). (N)</i> <i>Show 'finger numbers' up to 5. (N)</i> <i>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. (N)</i> <i>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'. (N)</i> <i>Select shapes appropriately: flat surfaces for building, a triangular prism for a rood, etc. (N)</i> <i>Combine shapes to make new ones – an arch, a bigger triangle, etc. (N)</i> Subitise. Link the number symbol (numeral) with its cardinal number value. Select, rotate and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes <i>within</i> it, just as numbers can.	Spatial Reasoning and Subitising quantities up to 5	Children will begin to develop their knowledge and understanding of 2D shapes and shape puzzles before moving on to subitising quantities up to 5. • Unit 6: Spatial reasoning – Space (2 weeks) •Book 3: Subitising 1-4 •Book 4: Subitising 1-5 • Book 4: Subitising 1-5 (tens frames) Short Step Progression Links Select, rotate and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Subitise	Pattern, Subitising 6-10 and enumerating	Children will begin to develop their knowledge and understanding of pattern before moving on to subitising quantities up to 10 and enumerating between 6-10 items. •Unit 13: Pattern (2 weeks) •Book 5: Subitising 6-10 Counting out up to 10 items from a collection (2 weeks) Short Step Progression Links Continue, copy and create repeating patterns. Subitise Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value.	Symmetry, partitioning and number bonds	Children will begin to develop their knowledge and understanding of symmetry before moving on to partitioning amounts up to 10. •Spatial reasoning – Symmetry •Books 6 & 7: Partitioning 2 & 3 •Book 8: Partitioning 4 •Book 9: Partitioning 5 •Book 10: Partitioning 10 (2 weeks) Short Step Progression Links Select, rotate and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes <i>within</i> it, just as numbers can. Continue, copy and create repeating patterns. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0-5 and some to 10.	Measure, composition and comparing numbers to 10	Children will begin to develop their knowledge and understanding of measure before moving on to the composition of numbers 6-9. They will then start comparing numbers to 10. •Unit 10: Measures (2 weeks) •Book 11: Composition of 6-9 (2 weeks) •Book 12: Comparing numbers to 10 (2 weeks) Short Step Progression Links Compare length, weight and capacity. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0-5 and some to 10. Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers. Understand the 'one more than/ one less than' relationship between consecutive numbers. Have a deep understanding of number to 10, including the composition of each number. (ELG) Subitise (recognise quantities without counting) up to 5. (ELG) 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. (ELG)	Patterns in numbers, equal distribution, pattern, maps and measures	Children will begin to develop their knowledge and understanding of patterns within odd and even numbers and doubles before moving on to equal distribution. They then revisit pattern, spatial reasoning in relation to maps and plans and finally measure. •Book 13: Patterns in odd and even numbers •Book 13: Patterns in doubles •Book 13: Equal Distribution Pattern Spatial reasoning – maps and plans Unit : Decomposing shapes •Unit 18: Measures Short Step Progression Links Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers. Understand the 'one more than/ one less than' relationship between consecutive numbers. Continue, copy and create repeating patterns. Select, rotate and manipulate shapes to develop spatial reasoning skills. Verbally count beyond 20, recognising the pattern of the counting system. (ELG) Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. (ELG) Explore and represent patterns within numbers up to 10, including even and odds, double facts and how quantities can be distributed equally. (ELG)

Suggested yearly plan for whole class maths sessions in Reception

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 1				Non-number		Number: Subitising quantities to 3	
				Spatial reasoning <i>Construction and 3D shapes</i>	Spatial reasoning <i>Construction 3D shapes</i>	Book 1: Subitising 1 - 2	Book 2: Subitising 1 – 3
	Continue spatial reasoning for rest of term through provocations in continuous provision						
Autumn 2	Non-number		Number: Subitising quantities to 5				
	Spatial reasoning <i>2D shapes and shape puzzles</i>	Spatial reasoning <i>2D shapes and shape puzzles</i>	Book 3: Subitising 1 - 4	Book 3: Subitising 1 - 4	Book 4: Subitising 1 - 5	Book 4: Subitising 1 – 5 (tens frames)	
	Continue spatial reasoning all term through provocations in continuous provision →						
Spring 1	Non-number		Number: Enumerating between 6 and 10 items				
	Pattern	Pattern	Book 5: Subitising 6 - 10	Book 5: Subitising 6 - 10	Counting out up to 10 items from a collection (not covered by EYNS)		
	Continue pattern all term through provocations in continuous provision →						
Spring 2	Non-number	Partitioning 2, 3, 4, 5 and 10 and 'number bonds' for these number					
	Spatial reasoning <i>Symmetry (incl. shape puzzles & construction)</i>	Books 6 & 7: Partitioning 2 and 3	Book 8: Partitioning 4	Book 9: Partitioning 5	Book 10: Partitioning 10	Book 10: Partitioning 10	
	Continue spatial reasoning all term through provocations in continuous provision →						
Summer 1	Non-number		Composition of 6 – 9, and comparison of numbers to 10				
	Measures	Measures	Book 11: Composition of 6 - 9	Book 11: Composition of 6 - 9	Book 12: Comparing numbers to 10	Book 12: Comparing numbers to 10	
	Continue measures all term through provocations in continuous provision →						
Summer 2	Patterns in numbers to 10			Non-number			
	Book 13: Patterns in odd and even numbers	Book 13: Patterns in doubles	Book 13: Equal distribution	Pattern	Spatial reasoning <i>Maps and plans</i>	Measures	