

Reception Maths Progression

Strand/ Half-term	Subitising	Cardinality, ordinality and counting	Composition	Comparison	Stem statements and Vocab
<p><b>1</b></p> <p><b>Children will:</b></p>	<ul style="list-style-type: none"> <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 style="list-style-type: none"> <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 style="list-style-type: none"> <li>see that all numbers can be made of 1s</li> <li>compose their own collections within 4.</li> </ul>	<ul style="list-style-type: none"> <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>	<p>1 and another 1 is 2.</p> <p>1 and 1 and 1 makes 3.</p> <p>[Teddy/Monkey] has more ____ than [Teddy/ Monkey].</p> <p>____ has more than ____ .</p> <p>More more than stopping number fewer fewer than</p>
<p><b>2</b></p> <p><b>Children will:</b></p>	<ul style="list-style-type: none"> <li>continue from first half-term</li> <li>subitise within 5, perceptually and conceptually, depending on the arrangements.</li> </ul>	<ul style="list-style-type: none"> <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> </ul>	<ul style="list-style-type: none"> <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</li> </ul>	<ul style="list-style-type: none"> <li>compare sets using a variety of strategies, including 'just by looking', by subitising and by matching</li> </ul>	<p>There are 5 fingers on my hand.</p> <p>There are 5 spots on my die pattern.</p>

		<ul style="list-style-type: none"> <li>begin to count beyond 5</li> <li>begin to recognise numerals, relating these to quantities they can subitise and count.</li> </ul>	<p>taken apart and some of which cannot</p> <ul style="list-style-type: none"> <li>explore the composition of numbers within 5.</li> </ul>	<ul style="list-style-type: none"> <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>	<p>5 and 5 makes 10 altogether</p> <p>My [...] is a part of me and the whole of me is [name].</p> <p>_____ and _____ make 5 altogether.</p> <p>Altogether Whole Part Makes Subitising</p>
<p><b>3</b></p> <p><b>Children will:</b></p>	<ul style="list-style-type: none"> <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 style="list-style-type: none"> <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 style="list-style-type: none"> <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 style="list-style-type: none"> <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>	<p>5 is made from 4 and 1.</p> <p>5 is made from 3 and 2.</p> <p>_____ has more than _____; _____ has fewer than _____.</p> <p>More more than stopping number fewer fewer than made</p>

<p>4</p> <p>Children will:</p>	<ul style="list-style-type: none"> <li>• explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'.</li> </ul>	<ul style="list-style-type: none"> <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 style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <li>• compare numbers, reasoning about which is more, using both an understanding of the 'howmany'ness' of a number, and its position in the number system.</li> </ul>	<p>5 and 1 more makes 6 altogether, 5 and 2 more... etc.</p> <p>5 is 1 more than 4; 5 is 1 less than 6; 4 is 1 less than 5; 6 is 1 more than 5.</p> <p>5 is 1 more than 4.</p> <p>5 is 1 less than 6.</p> <p>5 is more than ____ .</p> <p>____ is more than ____ .</p> <p>My ____ is a part of me and the whole of me is [name].</p> <p>7 is made of 5 and 2. [Use gestures to emphasise the different parts.]</p> <p>2 is made of 1 and 1, double 1 is 2.</p> <p>4 is made of 2 and 2, double 2 is 4.</p> <p>4 is made of 2 and 2, double 2 is 4.</p> <p>4 is made of 2 and 2, double 2 is 4.</p>
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<p><b>5</b></p> <p><b>Children will:</b></p>	<ul style="list-style-type: none"> <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 those which show numbers within 10, in relation to 5 and 10</li> </ul>	<ul style="list-style-type: none"> <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>		<ul style="list-style-type: none"> <li>order sets of objects, linking this to their understanding of the ordinal number system.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

	<ul style="list-style-type: none"><li>• be encouraged to identify when it is appropriate to count and when groups can be subitised.</li></ul>				
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.				