



The Oaks Primary School
Bringing Learning to Life

Maths Overview Reception- NCETM and White Rose 2023-2024

NCETM STRAND	Subitising	Cardinality, Ordinality and counting	Composition	Comparison
Autumn 1 NCETM	- perceptually Subitise within 3 - identify sub-groups in larger arrangements - create their own patterns for numbers within 4 - practice using their fingers to represent quantities which they can Subitise - Experience subitising in a range of contexts, including temporal patterns made by sounds.	- 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 that support accurate counting.	- see that all numbers can be made of 1s - Compose their own collections within 4.	- understand that sets can be compared according to a range of attributes, including by their numerosity - use the language of comparison, including 'more than' and 'fewer than' - Compare sets 'just by looking'.
Autumn 1 White Rose	X2 weeks: baseline/getting to know you Matching Sorting Comparing amounts Compare size/mass/capacity Exploring patterns			
Autumn 2	continue from first half-term	continue to develop their counting skills	explore the concept of 'wholes' and 'parts' by looking at a range of	compare sets using a variety of strategies, including 'just by



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NCETM	Subitise within 5, perceptually and conceptually, depending on the arrangements.	- 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.	- 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.	- 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.
Autumn 2 White Rose	Representing and comparing 1,2,3 Composition of 1,2,3 Circles and triangles The number 4/ The number 5- representing and comparing One more one less Comparing shapes- Positional language Night and day (routines/time)			
Spring 1 NCETM	- 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.	- 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.	- 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'.	- 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 - explore ways of making unequal sets equal.
Spring 1	Zero and comparing numbers to 5 Composition of 4 and 5 Compare Mass and capacity Learning about 6,7 and 8			



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White Rose	Pairs and combining groups to 10 Length and height measuring and comparisons Measuring time			
Spring 2 NCETM	explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'.	- continue to consolidate their understanding of cardinality, working with larger numbers within 10 - become more familiar with the counting pattern beyond 20.	- 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.	compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system.
Spring 2 White Rose	9 and 10 Comparing numbers to 10 Building ten Number bonds to 10 3D shape patterns Consolidation (respond to what they need more support with)			
Summer 1 NCETM	- 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	- 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.	explore the composition of 10.	order sets of objects, linking this to their understanding of the ordinal number system.



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	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.			
Summer 1 White Rose	Building numbers beyond 10 Counting patterns beyond 10 Adding more Taking away spatial reasoning- match, rotate and manipulate then compose and decompose			
Summer 2 NCETM	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.			
Summer 2 White Rose	Doubles Sharing and grouping Odd and Even Deepening understanding Patterns Consolidation Spatial reasoning- visualise and build Spacial reasoning - mapping			