

Mastering Number: Overview of content – Reception

Strand/ Half-term	Subitising	Cardinality, ordinality and counting	Composition	Comparison
1 Children will:	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> see that all numbers can be made of 1s compose their own collections within 4. 	<ul style="list-style-type: none"> 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'.
2 Children will:	<ul style="list-style-type: none"> continue from first half-term subitise within 5, perceptually and conceptually, depending on the arrangements. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
3	<ul style="list-style-type: none"> increase confidence in subitising by continuing to explore patterns 	<ul style="list-style-type: none"> continue to develop verbal counting to 20 and beyond 	<ul style="list-style-type: none"> continue to explore the composition of 5 and 	<ul style="list-style-type: none"> continue to compare sets using the language of

<p>Children will:</p>	<p>within 5, including structured and random arrangements</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<p>practise recalling 'missing' or 'hidden' parts for 5</p> <ul style="list-style-type: none"> • 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'. 	<p>comparison, and play games which involve comparing sets</p> <ul style="list-style-type: none"> • continue to compare sets by matching, identifying when sets are equal • explore ways of making unequal sets equal.
<p>4</p> <p>Children will:</p>	<ul style="list-style-type: none"> • explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'. 	<ul style="list-style-type: none"> • continue to consolidate their understanding of cardinality, working with larger numbers within 10 • become more familiar with the counting pattern beyond 20. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system.
<p>5</p> <p>Children will:</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • explore the composition of 10. 	<ul style="list-style-type: none"> • order sets of objects, linking this to their understanding of the ordinal number system.

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