AUTONINI	RECEPTION MATHS OVERVIEW- Mastery Focus- Numbers
Week 1	Focus: Number Rhymes
11.9.17	DMS: Numbers
	 Recognise some numerals of personal significance.
	• Recognises numerals 1 to 5.
	 Counts up to three or four objects by saying one number name for each item.
	Counts actions or objects which cannot be moved. Counts actions to 10, and beginning to count beyond 10.
	Counts out up to six objects from a larger group
	• Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.
	Counts an irregular arrangement of up to ten objects.
	 Estimates how many objects they can see and checks by counting them.
	Uses the language of 'more' and 'fewer' to compare two sets of objects.
	 Finds the total number of items in two groups by counting all of them. Save the number that is one more than a given number.
	• Finds one more or one less from a group of up to five objects, then ten objects.
	In practical activities & discussion, beginning to use the vocabulary involved in adding &
	subtracting.
	Records, using marks that they can interpret and explain.
	• Begins to identify own mathematical problems based on own interests and fascinations
	number is one more or one less than a given number
	Using quantities & objects, they add & subtract two single-digit numbers & count on or
	back to find the answer.
	They solve problems, including doubling, halving and sharing.
	Activity ideas:
	Singing familiar nursery rhymes using props 10 Green bottles, 12345, once I caught a
	fish, 5 little men, Speckled frogs
	How many can you see? Can we count how many bottles left on the wall?
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	What does 2 mean?
	How do we make 2?
	 Where does 2 sit in a number line?
	 Can 2 be shared equally between 2 neonle2- using objects
	• Call 2 be shared equally between 2 people: - using objects
Week 3	Mastery Focus: Number 3
25 9 17	DMS: Numbers
23.3.17	Recognise some numerals of personal significance
	• Recognises numerals 1 to 5.
	 Counts up to three or four objects by saying one number name for each item.
	Counts actions or objects which cannot be moved. Counts actions to 10, and beginning to count beyond 10.
	Counts objects to 10, and beginning to count beyond 10. Counts out up to six objects from a larger group
	• Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.
	Counts an irregular arrangement of up to ten objects.
	 Estimates how many objects they can see and checks by counting them.
	Uses the language of more and fewer to compare two sets of objects. Einds the total number of items in two groups by counting all of them
	 Save the number that is one more than a given number.
	 Finds one more or one less from a group of up to five objects, then ten objects.
	 In practical activities & discussion, beginning to use the vocabulary involved in adding &
	subtracting.
	Begins to identify own mathematical problems based on own interests and fascinations
	Children count reliably with numbers from one to 20, place them in order& say which
	number is one more or one less than a given number.
	Using quantities & objects, they add & subtract two single-digit numbers & count on or
	back to find the answer. They solve problems, including doubling, balving and sharing
	Examples of questions:
	• What does 3 mean?
	 How do we make 3? How many ways can you make 3?
	 Can you find three objects around the room?
	• Can you make 2 into 3?
Wook 4	Mastery Focus: Number 4
2 10 2017	NAStely Focus. Number 4
2.10.2017	Recognise some numerals of personal significance
	Recognises numerals 1 to 5.
	 Counts up to three or four objects by saying one number name for each item.
	Counts actions or objects which cannot be moved.
	Counts objects to 10, and beginning to count beyond 10. Counts out up to six objects from a larger group
	Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.
	Counts an irregular arrangement of up to ten objects.
	Estimates how many objects they can see and checks by counting them.
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	• Says the number that is one more than a given number.
	• Finds one more or one less from a group of up to five objects, then ten objects.
	 In practical activities & discussion, beginning to use the vocabulary involved in adding &
	subtracting.
	Begins to identify own mathematical problems based on own interests and fascinations
	Children count reliably with numbers from one to 20, place them in order& say which
	number is one more or one less than a given number.

	Using quantities & objects, they add & subtract two single-digit numbers & count on or back to find the answer. They solve problems, including doubling, halving and sharing.
	 Examples of questions: What does 4 mean? How do we make 4? Where does 4 sit in a number line? Can 4 be shared equally between 2 people? Can you find a shape with 4 sides?
Week 5 9.10.17	Mastery Focus: Number 5 DMS: Numbers • Recognise some numerals of personal significance. • Recognises numerals 1 to 5. • Counts up to three or four objects by saying one number name for each item. • Counts objects to 10, and beginning to count beyond 10. • Counts on to to bjects which cannot be moved. • Counts out up to six objects from a larger group. • Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. • Counts an irregular arrangement of up to ten objects. • Estimates how many objects they can see and checks by counting them. • Uses the language of more' and fewer' to compare two sets of objects. • Finds the total number of items in two groups by counting all of them. • Says the number that is one more than a given number. • Finds one more or one less from a group of up to five objects, then ten objects. • In practical activities & discussion, beginning to use the vocabulary involved in adding & subtracting. • Records, using marks that they can interpret and explain. • Begins to identify own mathematical problems based on own interests and fascinations Children count reliably with numbers from one to 20, place them in order& say which number is one more or one less than a given number. Using quantities & objects, they add & subtract two single-digit numbers & count on or back to find the answer.
Week 6 16.10.2016	Mastery Focus: Number 10 DMS: Numbers Recognise some numerals of personal significance. Recognises numerals 1 to 5. Counts up to three or four objects by saying one number name for each item. Counts actions or objects which cannot be moved. Counts objects to 10, and beginning to count beyond 10. Counts out up to six objects from a larger group. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Counts an irregular arrangement of up to ten objects. Estimates how many objects they can see and checks by counting them. Uses the language of 'more' and 'fewer' to compare two sets of objects. Finds the total number of items in two groups by counting all of them.

 Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects, then ten objects. In practical activities & discussion, beginning to use the vocabulary involved in adding & subtracting. Records, using marks that they can interpret and explain. Begins to identify own mathematical problems based on own interests and fascinations Children count reliably with numbers from one to 20, place them in order& say which number is one more or one less than a given number. Using quantities & objects, they add & subtract two single-digit numbers & count on or back to find the answer. They solve problems, including doubling, halving and sharing.
 Examples of questions: How can we make 10? Double What can you tell me about number 10? How many digits does number 10 have? Explain and explore the word digit