

Reception

Mastery Overview
Term by Term

Term by Term Objectives

Reception Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Baseline/ getting to know your learners			Numbers: counting and recognition			Shape, space and measures: 2D shape		Shape, space and measures: money	Numbers: addition and subtraction		
Spring	Numbers: counting and recognition			Shape, space and measures: size, weight and capacity			Numbers: addition and subtraction			Shape, space and measures: 3D shape		Shape, space and measures: time
Summer	Numbers: counting and recognition		Numbers: addition and subtraction		Numbers: doubling, halving and sharing			Shape, space and measures: position and distance			Consolidation/ assessments	

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Year	Reception			Term	Autumn						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Baseline/getting to know your learners			<p>Numbers (<i>Using numbers 1 – 5</i>) Children count reliably with numbers from 1 to 5</p> <p>Recognise some numerals of personal significance.</p> <p>Recognises numerals 1 to 5.</p> <p>Counts up to three or four objects by saying one number name for each item.</p> <p>Count actions or objects which cannot be moved.</p> <p>Selects the correct numeral to represent 1 to 5 objects.</p> <p>Counts an irregular arrangement of up to 5 objects.</p>	<p>Shape, space and measures Explore characteristics of everyday objects and shapes and use mathematical language to describe them. Recognise, create and describe patterns.</p> <p>Beginning to use mathematical names for 'flat' 2D shapes, and mathematical terms to describe shapes.</p> <p>Selects a particular named shape.</p> <p>Use familiar objects and common shapes to create and recreate patterns and build models.</p>	<p>Shape, space and measures Children use everyday language to talk about money.</p> <p>Beginning to use everyday language related to money.</p>	<p>Numbers (<i>Securing numbers 1-5</i>) Place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.</p> <p>Uses the language of 'more' and 'fewer' to compare two sets of objects.</p> <p>Finds the total number of items in two groups by counting all of them.</p> <p>Says the number that is one more than a given number.</p> <p>Finds one more or one less from a group of up to five objects.</p> <p>In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting.</p>					

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Year	Reception			Term	Spring								
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12		
<p>Numbers (<i>Using numbers 1 – 10</i>) Children count reliably with numbers from 1 to 10</p> <p>Recognises numerals 1 to 10.</p> <p>Counts out up to 10 objects from a larger group.</p> <p>Count actions or objects which cannot be moved.</p> <p>Selects the correct numeral to represent 1 to 10 objects.</p> <p>Counts objects to 10.</p> <p>Counts an irregular arrangement of up to 10 objects.</p>			<p>Shape, space and measures Children use everyday language to talk about size, weight and capacity to compare quantities and objects and to solve problems.</p> <p>Orders two or three items by length or height.</p> <p>Orders two items by weight or capacity.</p>			<p>Numbers (<i>Securing numbers 1-10</i>) Place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.</p> <p>Uses the language of 'more' and 'fewer' to compare two sets of objects.</p> <p>Finds the total number of items in two groups by counting all of them.</p> <p>Says the number that is one more than a given number.</p> <p>Finds one more or one less from a group of up to 10 objects.</p> <p>In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting.</p> <p>Estimates how many objects they can see and checks by counting them.</p>			<p>Shape, space and measures Explore characteristics of everyday objects and shapes and use mathematical language to describe them. Recognise, create and describe patterns.</p> <p>Beginning to use mathematical names for 'solid' 3D shapes and mathematical terms to describe shapes.</p> <p>Selects a particular named shape.</p> <p>Use familiar objects and common shapes to create and recreate patterns and build models.</p>			<p>Shape, space and measures Children use everyday language to talk about time to compare quantities and to solve problems.</p> <p>Uses everyday language related to time.</p> <p>Orders and sequences familiar events.</p> <p>Measures short periods of time in simple ways.</p>	

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Year	Reception		Term	Summer							
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<p>Numbers (<i>Using numbers 1 – 20</i>) Children count reliably with numbers from 1 to 20</p> <p>Recognises numerals 1 to 20.</p> <p>Counts out up to 20 objects from a larger group.</p> <p>Count actions or objects which cannot be moved.</p> <p>Selects the correct numeral to represent 1 to 20 objects.</p> <p>Counts objects to 20.</p> <p>Counts an irregular arrangement of up to 20 objects.</p>		<p>Numbers (<i>Securing numbers 1-20</i>) Place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.</p> <p>Uses the language of 'more' and 'fewer' to compare two sets of objects.</p> <p>Finds the total number of items in two groups by counting all of them.</p> <p>Says the number that is one more than a given number.</p> <p>Finds one more or one less from a group of up to 20 objects.</p> <p>In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting.</p> <p>Estimates how many objects they can see and checks by counting them.</p>		<p>Numbers Solve problems including doubling, halving and sharing</p> <p>In practical activities and discussion, begin to use the vocabulary involved in doubling, halving and sharing.</p>			<p>Shape, space and measures Children use everyday language to talk about position and distance to compare quantities and objects and to solve problems.</p> <p>Can describe their relative position such as 'behind' or 'next to'.</p>			<p>Time at the beginning or end of the term for consolidation, gap filling, seasonal activities, assessments, etc.</p>	