Maths Curriculum Coverage : MTP Reception

Autumn Term						
Weeks 1-2	**Weeks 3-4**	**Weeks 5-6**	**Weeks 6-8**	**Week 9**	**Weeks 10-11**	**Week 12**
Getting to know you	**Match, sort and compare**	**Talk about measure and patterns**	**It's me 1, 2, 3**	**Circles and triangles**	**1, 2, 3, 4, 5**	**Shapes with 4 sides**
- getting to know the children and establishing behaviour for learning routines.	*Development Matters* - count objects - compare quantities using language: 'more than', 'fewer than'. - compare sizes, weights etc using gesture and language – 'little/smaller', 'high/low', 'tall', 'heavy' - make comparisons between objects relating to size, length, weight and capacity - compare numbers	*Development Matters* - count objects - compare weight and capacity - compare quantities using language: 'more than', 'fewer than' - extend and create ABAB patterns – stick, leaf, stick, leaf - continue, copy and create repeating patterns - notice and correct error in a repeating pattern	*Development Matters* - count objects - subitise - link number symbol (numeral) with its cardinal number value - compare numbers - understand the 'one more than/one less than' relationship between consecutive numbers - explore the composition of numbers within 10	*Development Matters* - talk about and explore 2D shapes - select, rotate and manipulate shapes - compose and decompose shapes - continue, copy and create repeating patterns - understand position through words alone	*Development Matters* - count objects - subitise - link number symbol (numeral) with its cardinal number value - compare numbers - understand the 'one more than/one less than' relationship between consecutive numbers - explore the composition of numbers within 10	*Development Matters* - talk about and explore 2D shapes - select, rotate and manipulate shapes - compose and decompose shapes - continue, copy and create repeating patterns - understand position through words alone
	Early Learning Goals - compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity	*Early Learning Goals* - compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity	*Early Learning Goals* - have a deep understanding of number to 10, including composition of each number - compare quantities up to 10 in different contexts - subitise up to 5	*Early Learning Goals* - no statements	*Early Learning Goals* - have a deep understanding of number to 10, including composition of each number - compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity - subitise up to 5	*Early Learning Goals* - no statements
Small Steps to Learning						
n/a	**Step 1** Match objects **Step 2** Match pictures and objects **Step 3** Identify a set **Step 4** Sort objects to a type **Step 5** Explore sorting techniques **Step 6** Create sorting rules **Step 7** Compare amounts	**Step 1** Compare size **Step 2** Compare mass **Step 3** Compare capacity **Step 4** Explore simple patterns **Step 5** Copy and continue simple patterns **Step 6** Create simple patterns	**Step 1** Find 1, 2 and 3 **Step 2** Subitise 1, 2 and 3 **Step 3** Represent 1, 2 and 3 **Step 4** 1 more **Step 5** 1 less **Step 6** Composition of 1, 2 and 3	**Step 1** Identify and names circles and triangles **Step 2** Compare circles and triangles **Step 3** Shapes in the environment **Step 4** Describe position	**Step 1** Find 4 and 5 **Step 2** Subitise 4 and 5 **Step 3** Represent 4 and 5 **Step 4** 1 more **Step 5** 1 less **Step 6** Composition of 4 and 5 **Step 7** Composition of 1-5	**Step 1** Identify and name shapes with 4 sides **Step 2** Combine shapes with 4 sides **Step 3** Shapes in the environment **Step 4** My day and night
Verbal counting						
Numbers to 10 (forwards and backwards)						

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Spring Term					
Weeks 1-2	**Week 3**	**Weeks 4-5**	**Weeks 6-7**	**Weeks 8-10**	**Weeks 11-12**
Alive in 5	**Mass and capacity**	**Growing 6, 7, 8**	**Length, height and time**	**Building 9 and 10**	**Explore 3-D shapes**
Development Matters - count objects - link the number symbol (numeral) with its cardinal number value - subitise up to 5 - compare numbers - understand the 'one more than/one less than' relationship between consecutive numbers - explore the composition of numbers to 5	*Development Matters* - count objects - compare weight and capacity	*Development Matters* - count objects - link the number symbol (numeral) with its cardinal number value - subitise up to 8 - compare numbers - understand the 'one more than/one less than' relationship between consecutive numbers - explore the composition of numbers to 8	*Development Matters* - count objects - link the number symbol (numeral) with its cardinal number value - compare numbers - compare length	*Development Matters* - count objects - link the number symbol (numeral) with its cardinal number value - subitise up to 10 - compare numbers - understand the 'one more than/one less than' relationship between consecutive numbers - explore the composition of numbers to 10	*Development Matters* - talk about and explore 2D and 3D shapes - select, rotate and manipulate shapes - compose and decompose shapes - continue, copy and create repeating patterns - notice and correct error in a repeating pattern
Early Learning Goals - have a deep understanding of number to 10, including composition of each number - compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity - subitise up to 5	*Early Learning Goals* - compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity	*Early Learning Goals* - automatically recall number bonds up to 5 and some number bonds to 10 - compare quantities up to 10 in different contexts explore and represent patterns within numbers to 10, including evens and odds, and double facts - have a deep understanding of number to 10, including composition of each number - subitise up to 5	*Early Learning Goals* - compare quantities up to 10 in different contexts - explore and represent patterns within numbers to 10, including evens and odds, and double facts	*Early Learning Goals* - automatically recall number bonds up to 5 and some bonds to 10, including double facts - compare quantities up to 10 in different contexts - explore and represent patterns within numbers to 10, including evens and odds, and double facts - subitise	*Early Learning Goals* - no statements
Small Steps to Learning					
Step 1 Introduce zero **Step 2** Find 0 to 5 **Step 3** Subitise 0 to 5 **Step 4** represent 0 to 5 **Step 5** 1 more **Step 6** 1 less **Step 7** Composition **Step 8** Conceptual subitising to 5	**Step 1** Compare mass **Step 2** Find a balance **Step 3** Explore capacity **Step 4** Compare capacity	**Step 1** Find 6, 7 and 8 **Step 2** Represent 6, 7 and 8 **Step 3** 1 more **Step 4** 1 less **Step 5** Composition of 6, 7 and 8 **Step 6** Make pairs – odd and even **Step 7** Double to 8 (find a double) **Step 8** Double to 8 (make a double) **Step 9** Combine 2 groups **Step 10** Conceptual subitising	**Step 1** Explore length **Step 2** Compare length **Step 3** Explore height **Step 4** Compare height **Step 5** Talk about time **Step 6** Order and sequence time	**Step 1** Find 9 and 10 **Step 2** Compare numbers to 10 **Step 3** Represent 9 and 10 **Step 4** Conceptual subitising to 10 **Step 5** 1 more **Step 6** 1 less **Step 7** Composition to 10 **Step 8** Bonds to 10 (2 parts) **Step 9** Make arrangements of 10 **Step 10** Bonds to 10 (3 parts) **Step 11** Doubles to 10 (find a double) **Step 12** Doubles to 10 (make a double) **Step 13** Explore odd and even	**Step 1** Recognise and name 3-D shapes **Step 2** Find 2-D shapes within 3-D shapes **Step 3** Use 3-D shapes for tasks **Step 4** 3-D shapes in the environment **Step 5** Identify more complex patterns **Step 6** Copy and continue patterns **Step 7** Patterns in the environment
Verbal counting					
Numbers to 20 (forwards and backwards)					

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Summer Term						
Weeks 1-2	**Week 3**	**Weeks 4-5**	**Weeks 6-7**	**Weeks 8-10**	**Week 11**	**Week 12**
To 20 and beyond	**How many now?**	**Manipulate, compose and decompose**	**Sharing and grouping**	**Visualise, build and map**	**Make connections**	**Consolidation**
Development Matters - count objects - link the number symbol (numeral) with its cardinal number value - count beyond 10 - explore the composition of numbers to 10 (20)	*Development Matters* - count objects - link the number symbol (numeral) with its cardinal number value - explore the composition of numbers to 10 - compare numbers	*Development Matters* - select shapes appropriately - talk about and explore 2D and 3D shapes - select, rotate and manipulate shapes - compose and decompose shapes	*Development Matters* - count objects - compare quantities using language: 'more than', 'fewer than' - compare numbers	*Development Matters* - count objects - continue, copy and create repeating patterns - understand position through words alone - select, rotate and manipulate shapes - compose and decompose shapes	*Development Matters* - count objects - compare weight and capacity - compare quantities using language: 'more than', 'fewer than' - compare numbers	Consolidation
Early Learning Goals - have a deep understanding of number to 10, including composition of each number - verbally count beyond 20, recognising the pattern of the counting system - explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally	*Early Learning Goals* - have a deep understanding of number to 10, including composition of each number - compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity	*Early Learning Goals* - no statements	*Early Learning Goals* - explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally - compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity - have a deep understanding of number to 10, including composition of each number	*Early Learning Goals* - no statements	*Early Learning Goals* - have a deep understanding of number to 10, including composition of each number - compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity	
Small Steps to Learning						
Step 1 Build numbers beyond 20 (10-13) **Step 2** Continue patterns beyond 10 (10-13) **Step 3** Build numbers beyond 10 (14-20) **Step 4** Continue patterns beyond 10 (14-20) **Step 5** Verbal counting beyond 20 **Step 6** Verbal counting patterns	**Step 1** Add more **Step 2** How many did I add? **Step 3** Take away **Step 4** How many did I take away?	**Step 1** Select shapes for a purpose **Step 2** Rotate shapes **Step 3** Manipulate shapes **Step 4** Explain shape arrangements **Step 5** Compose shapes **Step 6** Decompose shapes **Step 7** Copy 2-D shape pictures **Step 8** Find 2-D shapes within 3-D shapes	**Step 1** Explore sharing **Step 2** Sharing **Step 3** Explore grouping **Step 4** Grouping **Step 5** Even and odd sharing **Step 6** Play with and build objects	**Step 1** Identify units of repeating patters **Step 2** Create own pattern rules **Step 3** Explore own pattern rules **Step 4** Replicate and build scenes and constructions **Step 5** Visualise from different positions **Step 6** Describe positions **Step 7** Give instructions to build **Step 8** Explore mapping **Step 9** Represent maps with models **Step 10** Create own maps from familiar places **Step 11** Create own maps and plans from story situations	**Step 1** Deepen understanding **Step 2** Patterns and relationships	Consolidation
Verbal counting						
Numbers beyond 20 (forwards and backwards)						