NCETM Mastering Number: Reception Planner			
Week	**Term**		
	Autumn	**Spring**	**Summer**
1	**Subitising:** Perceptual subitising within 3	**Subitising:** Connect subitised quantities to numerals	**Counting, cardinality and ordinality:** Count larger amounts and focus on strategies for counting
2	**Counting:** Counting sequence; 1:1 correspondence, cardinality	**Ordinality:** Order numbers to 5 Focus on each number being 1 more than the previous number	**Subitising:** Focus on structured arrangements including the 10-frame
3	**Composition:** Composition of 3 and 4; all numbers can be made of ones	**Composition:** Focus on the composition of 5 and identify missing parts	**Composition:** Focus on representations of numbers using fingers and 10-frames
4	**Subitising:** Subitising to 4; perceptual and conceptual; making 4	**Composition:** Introduce the '5 and a bit' structure using fingers and die frames as key representations	**Composition:** Focus on doubles using different representations
5	**Comparison:** Focus on language and thinking about attributes	**Comparison:** Focus on equal and unequal groups	**Comparison:** Focus on ordinality: comparing numbers
6	**Cardinality and Counting:** Focus on counting to 5 and the key representation of '5 fingers on one hand', and the die-five pattern	**Counting:** Connect the counting sequence to ordinality. Connect ordinality and cardinality through the use of the 'staircase' pattern and explore '1 more' and '1 less'	**Subitising and the rekenrek:** Seeing' small quantities and numbers within larger quantities Introduction to the rekenrek Link familiar representations such as numbers of fingers to representations on the rekenrek
7	**Comparison** Comparison by matching, including when groups are equal	**Comparison:** Comparison using knowledge of ordinality rather than comparison by matching of quantities Focus on noticing whether a change creates a number which is more or less than another	**Counting:** Strategies for counting Recognise the pattern of the counting system when beginning to count beyond 20
8	**Composition:** Focus on the concept of a 'whole'	**Composition:** Composition of 7 as 2 groups, with a focus on '5 and a bit'	**Comparison:** Compare groups of objects that are of different sizes/colours/attributes Develop a sense of magnitude e.g., knowing that 8 is a lot more than 2, but that 4 is only a little bit more than 2
9	**Composition:** Focus on the composition of 5	**Subitising:** Practise subitising within 6 Explore doubles	**Pattern in number:** Investigate 'parts' and 'wholes' Explore the composition of numbers to 10 Investigate equivalence, doubles and making odd and even numbers

<table>
<tr><td>10</td><td>Cardinality and Counting: Counting beyond 5</td><td colspan="2">Composition: Sort odd and even numbers by looking at their tops; odd blocks and flat tops</td><td colspan="2">Deep understanding of numbers to 10: Continue to practically explore the composition of numbers to 10
Investigate 5 as a key ‘anchor’ in the number system
Begin to generalise about 1 more/1 less within 10</td></tr>
<tr><td>11</td><td></td><td colspan="2"></td><td colspan="2">Recall of number facts: Recall the ‘numbers within’ 3, 4, 5 and 10
Recall double facts, up to ‘5 and 5 make 10’
Recall missing parts within 5</td></tr>
<tr><td rowspan="5">Additional Power Maths WRM Units</td><td>Spatial awareness*</td><td>Length, height and distance</td><td rowspan="3">ELG: Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</td><td colspan="2">Composing and decomposing shapes*</td></tr>
<tr><td>2D shapes*</td><td>Weight</td><td>Volume and capacity</td><td>ELG: Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</td></tr>
<tr><td>3D shapes*</td><td colspan="2">Making simple patterns *</td><td colspan="2"></td></tr>
<tr><td></td><td colspan="2">Exploring more complex patterns*</td><td colspan="2"></td></tr>
<tr><td colspan="5">*No specific ELG related to this. Teaching and learning supports the Development Matters statement:
• Select, rotate and manipulate shapes in order to develop spatial reasoning skills
• Continue, copy and create repeating patterns.</td></tr>
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