

## Long term Reception Number and [SSM Maths Plan](#)

| 7.9.2026                                                                                                                                                                                                                                          | 14.9.2026                                                                                                                                                                                                           | 21.9.2026                                                                                                                                                                                                                                                 | 28.9.2026                                                                                                                                                                                                                               | 5.10.2026                                                                                                                                                                                                                                                                                           | 12.10.2026                                                                                                                                                                                            | 19.10.2026                                                                                                                                                                                                                                                                                                 |
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| Baseline assessments: counting, number recognition, subitising to 3, early composition. Revisit Nursery vocabulary in Week 1–2 before introducing new Reception vocabulary.                                                                       | Recite numbers to 10. Revisit subitising to 3 using varied images to secure fluency before extending to 4. Count objects to 5 using 1:1 correspondence.                                                             | Revisit composition of 3 and 4 before introducing number bonds to 5. Subitise to 4 using dot patterns, dice and rekenrek. Challenge: find two ways to make 4. Compare groups using more/fewer/same. Challenge: Explain how you know which group has more? | Revisit composition of 3 and 4 before introducing number bonds to 5. Represent numbers to 5 using objects, fingers, marks, part–whole diagrams and tens frames. Explore composition of 3 and 4. ( $3 = 2 + 1$ , $4 = 3 + 1$ , $2 + 2$ ) | Subitise to 5 using varied representations. Match numerals 0–5 to quantities. Challenge: represent 6 using two groups (5 and 1) How do you know? Can you prove it? Is there another way? Compare groups using greater than/less than/equal to Challenge: Explain how you know which group has more? | Explore number bonds to 5 using cubes, counters and tens frames. Compare numbers to 5. Explain how you know which group has more. How do you know? Can you prove it? Is there another way?            | Order numbers to 5. Problem solve: There are 3 apples on the table and 2 more arrive. How many now? SSM concepts build from simple comparison → describing properties → using vocabulary → applying in problem solving Explore 2D shapes: circle, triangle, square, rectangle. Describe simple properties. |
| Adults model mathematical talk: noticing, comparing, predicting, explaining. →                                                                                                                                                                    |                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                            |
| 2.11.2026                                                                                                                                                                                                                                         | 9.11.2026                                                                                                                                                                                                           | 16.11.2026                                                                                                                                                                                                                                                | 23.11.2026                                                                                                                                                                                                                              | 30.11.2026                                                                                                                                                                                                                                                                                          | 7.12.2026                                                                                                                                                                                             | 14.12.2026                                                                                                                                                                                                                                                                                                 |
| Subitise to 5 daily. Addition and subtraction introduced only after secure composition of 5. Explore composition of 5 ( $4+1$ , $3+2$ ). Begin simple addition stories within 5. Revisit counting sets to 5 with accuracy before extending to 10. | Count beyond 10. Represent numbers to 7 using tens frames and manipulatives. Compare quantities to 7. Explain how you know which group has more. Prove it. How do you know? Can you prove it? Is there another way? | Solve practical problems using counting, subitising and comparing. Explore 3D shapes: cube, cuboid, sphere, cylinder. Sort shapes by properties.                                                                                                          | Number bonds to 5 secure. Begin number bonds to 6 using practical resources. AB patterns                                                                                                                                                | Subitise to 5 using irregular arrangements. Order numbers to 7. Compare length using non-standard units.                                                                                                                                                                                            | Challenge: find the missing number ( $3 + \dots = 5$ ) Explore time language: morning, afternoon, evening, today, tomorrow, yesterday.                                                                | Consolidation week: numbers to 7, subitising to 5, Shape properties, comparison vocabulary. Which group has more? How can we check? Explore patterns in shapes                                                                                                                                             |
| Adults model mathematical talk: noticing, comparing, predicting, explaining. →                                                                                                                                                                    |                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                            |
| 4.1.2027                                                                                                                                                                                                                                          | 11.1.2027                                                                                                                                                                                                           | 18.1.2027                                                                                                                                                                                                                                                 | 25.1.2027                                                                                                                                                                                                                               | 1.2.2027                                                                                                                                                                                                                                                                                            | 8.2.2027                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                            |
| Subitise to 5 daily. Represent numbers to 8 using ten frames, bead strings, fingers and objects. Compare numbers to 8. Explain how you know which group has more. Prove it. How do you know? Can you prove it? Is there another way?              | Explore composition of 6, 7 and 8 using part–whole frames. Begin simple addition within 8.                                                                                                                          | Count objects to 10 accurately. Match numerals 0–10 to quantities. Explore ordinal numbers (1st–5th).                                                                                                                                                     | Subitise to 5 and begin exposure to 6. Explore subtraction stories within 5 using real objects. Solve practical problems using counting, subitising and comparing. How do you know? Can you prove it? Is there another way?             | Challenge: Which number is closest to 10? Sam says $6 + 2 = 10$ . Is Sam correct? Explain. Explore capacity: full/empty/nearly full/more/less. Use comparative language.                                                                                                                            | Solve practical problems using counting, subitising and comparing. How do you know? Can you prove it? Is there another way? Explore weight: heavy/light, heavier/lighter. Use balance scales in play. |                                                                                                                                                                                                                                                                                                            |
| Adults model mathematical talk: noticing, comparing, predicting, explaining. →                                                                                                                                                                    |                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                            |
| 22.2.2027                                                                                                                                                                                                                                         | 1.3.2027                                                                                                                                                                                                            | 8.3.2027                                                                                                                                                                                                                                                  | 15.3.2027                                                                                                                                                                                                                               | 22.3.2027                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                            |

## Long term Reception Number and **SSM** Maths Plan

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| <p><i>Subitise to 5. Represent numbers to 10 using tens frames, bead strings and number lines.</i></p> <p>ABB patterns<br/>Explore patterns in number</p>                                                 | <p><i>Explore number bonds to 10 using practical resources (5+5, 6+4, 7+3). Compare numbers to 10. Solve practical problems using counting, subitising and comparing. How do you know? Can you prove it? Is there another way?</i></p> | <p><i>Explore doubling using real objects (double 1, 2, 3, 4, 5). Begin halving and sharing equally.</i></p> <p>Compare groups using greater than/less than/equal to</p> | <p><i>Challenge: How many ways can you make 8?</i></p> <p>Explore 3D shapes in construction. Describe shapes using mathematical vocabulary.</p> <p>ABC patterns</p>                 | <p><i>Solve practical problems: 'We need 8 cups – how many do we have?' Use counting and subitising. How do you know? Can you prove it? Is there another way?</i></p> |                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                  |
| <b>Adults model mathematical talk: noticing, comparing, predicting, explaining.</b>                                                                                                                       |                                                                                                                                                                                                                                        |                                                                                                                                                                          |                                                                                                                                                                                     |                                                                                                                                                                       |                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                  |
| 12.4.2027                                                                                                                                                                                                 | 19.4.2027                                                                                                                                                                                                                              | 26.4.2027                                                                                                                                                                | 3.5.2027                                                                                                                                                                            | 10.5.2027                                                                                                                                                             | 17.5.2027                                                                                                                                                                          | 24.5.2027                                                                                                                                                                                                                                                                                                        |
| <p><i>Subitise to 5 and recognise structured patterns to 6 (dice / ten frame). Explore teen numbers using tens and ones (10 and some more). Use concrete tens (bundles of 10) before tens frames.</i></p> | <p><i>Represent teen numbers using tens frames and rekenrek. Compare teen numbers.</i></p>                                                                                                                                             | <p><i>Explore addition within 10 using number lines and part-whole models.</i></p>                                                                                       | <p><i>Explore subtraction within 10 using concrete objects and number lines.</i></p> <p><i>Explore odd and even numbers using real objects</i></p> <p>Explore odd/even patterns</p> | <p><i>Challenge: If double 4 is 8, what is double 5?</i></p> <p>Explore positional language in more complex contexts: between, beside, around, above, below.</p>      | <p><i>Solve practical problems using counting, subitising and comparing</i></p> <p>Explore time: sequencing events, ordering daily routines, using vocabulary first/next/last.</p> | <p><i>Explore money through role play: recognising coins (1p, 2p, 5p, 10p). Simple addition using coins.</i></p>                                                                                                                                                                                                 |
| <b>Adults model mathematical talk: noticing, comparing, predicting, explaining.</b>                                                                                                                       |                                                                                                                                                                                                                                        |                                                                                                                                                                          |                                                                                                                                                                                     |                                                                                                                                                                       |                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                  |
| 7.6.2027                                                                                                                                                                                                  | 14.6.2027                                                                                                                                                                                                                              | 21.6.2027                                                                                                                                                                | 28.6.2027                                                                                                                                                                           | 5.7.2027                                                                                                                                                              | 12.7.2027                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                  |
| <p><i>Count beyond 20 through songs, games and number lines. Review number bonds to 5 and 10. Solve addition and subtraction problems within 10.</i></p>                                                  | <p><i>Subitising consolidation to 5. Explore composition of numbers to 10 using varied representations.</i></p>                                                                                                                        | <p><i>Explore doubling and halving within 10. Share objects equally between 2, 3 or 4.</i></p>                                                                           | <p><i>Challenge: Which is greater: 9 or 7 + 1?</i></p> <p>Compare length, height, weight and capacity using standard and non-standard units.</p>                                    | <p><i>Solve practical problems: 'We need 10 counters – count them out.' How do you know?</i></p> <p>Noticing and creating mathematical patterns</p>                   | <p><i>Follow multi-step positional instructions in outdoor play (e.g., "Go around the cone then stand behind the hoop").</i></p> <p>Creating number patterns</p>                   | <p><b>By July most children will be able to:</b></p> <ul style="list-style-type: none"> <li>• Subitise to 5</li> <li>• Automatically recall number bonds to 5 and some to 10</li> <li>• Verbally count beyond 20</li> <li>• Compare quantities up to 10</li> <li>• Explore patterns and relationships</li> </ul> |
| <b>Adults model mathematical talk: noticing, comparing, predicting, explaining.</b>                                                                                                                       |                                                                                                                                                                                                                                        |                                                                                                                                                                          |                                                                                                                                                                                     |                                                                                                                                                                       |                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                  |

### Adaptations for SEND:

- Use Numicon for children with visual processing needs.
- Use real objects for children with language delay.

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- Use reduced choices for children with working memory difficulties.

### **Curriculum Intent**

Our Reception maths curriculum builds secure foundations in number through deep understanding of numbers to 10, daily subitising, mastery of number bonds to 5 and 10, early calculation, rich mathematical vocabulary, and exploration of shape, space and measure through meaningful play. The curriculum is delivered through NCETM Mastering Number and Foundations for Number principles.

The curriculum is designed to ensure children achieve the Mathematical Development Early Learning Goal by the end of Reception through secure understanding of number, numerical patterns and mathematical language. The curriculum is delivered through NCETM Mastering Number and Foundations for Number principles.

### **Teaching Approaches**

Maths skills will be taught through whole-class teaching, small-group sessions, daily subitising, structured Mastering Number sessions, and continuous provision enhancements. Children will explore composition, comparison, addition, subtraction, doubling and halving using concrete resources and visual representations. Adults will model rich mathematical talk, narrating their thinking and encouraging children to explain their reasoning and notice patterns and relationships. Opportunities for reasoning and challenge are provided through problem solving, exploring multiple representations and extending number composition beyond the ELG where appropriate

All activities include adaptations such as concrete objects, visual supports, reduced choices, repetition, and pre-teaching for SEND learners to ensure full inclusion.

**June 2026**