# NCETM Maths Mastery Number – Yearly Overview Reception 2025-2026

| Autumn Term | | | | | | | |
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| Week | **Weeks 1-2** | **Weeks 3 - 4** | **Weeks 5 - 6** | **Weeks 7 - 8** | **Week 9** | **Weeks 10 - 11** | **Week 12** |
| **Objectives MM (Monday-Thursday)** | -Build trusting relationships<br>-Ensure children have good levels of well-being and involvement to be ready to learn. | **Subitising:**<br>Subitising within 3<br><br>**Counting, Ordinality and cardinality:**<br>Focus on counting skills | **Composition:**<br>-Explore how all numbers are made of 1's<br>-Focus on composition of 3 and 4<br>**Subitising:**<br>Subitise objects and sounds | **Comparison:**<br>-Comparison of sets- 'just by looking'<br>-Use the language of comparison: more than and fewer than<br>**Counting, Ordinality and Cardinality:**<br>-Focus on counting skills<br>-Focus on the five-ness of 5, using one hand and die pattern for 5 | **Comparison:**<br>-Comparison of sets, by matching<br>-use the language of more than, few than and equal number | **Composition:**<br>-Explore the concept of 'whole' and 'part'<br><br>**Composition:**<br>-Focus on the composition of 3, 4 and 5 | **Counting, Ordinality and Cardinality:**<br>-Practise object counting skills<br>-Match Numerals to quantities within 10.<br>-Verbal counting beyond 20 |
| **Objectives SSM (Within C.P)** | -Build trusting relationships<br>-Ensure children have good levels of well-being and involvement to be ready to learn. | -Compare Size<br>-Compare Mass | -Compare Capacity<br>-Explore Simple patterns | -Copy and continue simple patterns<br>-Create simple patterns-Move over to next week | -Identify and name circles and triangles | -Compare circles and triangles<br>-Shapes in the environment | -Describe position |

| Spring Term | | | | | | |
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| | **Weeks 1-2** | **Week 3** | **Weeks 4 - 5** | **Weeks 6 – 7** | **Weeks 8 - 10** | **Weeks 11 - 12** |
| **Objectives MM (Monday-Thursday)** | **Subitising:**<br>-Subitise within 5 focusing on die patterns<br>-Match numerals to quantities within 5<br><br>**Counting, Ordinality and Cardinality:**<br>-Counting-focus on ordinality and the 'staircase' pattern<br>-See that each number is one more than the previous number | **Composition:**<br>-Focus on 5 | **Composition:**<br>-Focus on 6 and 7 as 5 and a bit<br><br>**Composition:**<br>-Compare sets and use language of comparison: more than, fewer than, an equal number to<br>-Make unequal sets equal | **Counting, ordinality and cardinality:**<br>-Focus on the staircase pattern and ordering numbers<br><br>**Comparison:**<br>-Focus on ordering of numbers to 8<br>-Use language of less than | **Composition:**<br>-Focus on 7<br><br>**Composition**<br>-Doubles-Explore how some numbers can be made with 2 equal parts<br><br>**Composition:**<br>-Sorting numbers according to attributes-Odd and Even numbers | **Counting, ordinality and cardinality:**<br>-Counting- Larger sets and things that cannot be seen<br><br>**Subitising:**<br>-Subitising- to 6 including in structured arrangements |
| **Objectives SSM (Within C.P)** | -Identify and name shapes with 4 sides.<br>-Combine shapes with 4 sides | -Shapes in the environment | -My day and night<br>-Compare mass | -Find a balance<br>-Explore capacity | -Compare capacity<br>Explore length<br>-Compare length | -Explore height<br>-Compare height |

| Summer Term | | | | | | | |
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| | **Weeks 1-2** | **Week 3** | **Weeks 4 - 5** | **Weeks 6 - 7** | **Weeks 8 - 10** | **Week 11** | **Week 12** |

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| **Objectives MM (Monday-Thursday)** | **Composition:** Composition 5 and a bit<br>**Composition:**<br>-Composition of 10 | **Comparison:**<br>-Comparison- linked to ordinality<br>-Play track games | **Subitising**<br>-Subitise to 5<br>Introduce the rekenrek<br><br>**Review and Assess:**<br>-Automatic recall of bonds to 5 | **Review and Assess:**<br>-Composition of numbers to 10<br><br>-Comparison<br><br>-Number patterns<br><br>-Counting | | | |
| **Objectives SSM (Within C.P)** | -Talk about time<br>-Order and sequence time | -Recognise and name 3D shapes | -Find 2D shapes within 3D shapes<br>-Use 3D shapes for tasks<br><br>-3D shapes in the environment | -Identify more complex patterns<br>-Copy and continue patterns | -Patterns in the environment<br><br>-Make Own patterns | -Describe positions<br><br>-Give instructions to build<br><br>-Explore mapping<br><br>-Represent maps with models | -Create own maps from familiar places<br><br>-Create own maps and plans from story situations |