Reception Mathematics Yearly Overview 2025-26

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
There are 4 Mastering Number sessions provided per week – use the fifth day to consolidate & deepen learning around the weekly focus, connecting to other areas of maths & contexts (including spatial thinking and pattern) this extra day is also useful for ensuring all children are						
Week 1 (3 days)	Transition & Reception Baseline Assessment (RBA)	Comparison (Mastering Number Week 5)	Cardinality, ordinality & counting (Mastering Number Week 10	Counting, ordinality, cardinality (Mastering Number Week 16)	Composition (Mastering Number Week 19)	Comparison (Mastering Number Week 25) **Assessments**
Week 2	Routines, songs, rhymes, counting & sorting RBA	Counting, ordinality & cardinality (Mastering Number Week 6)	Subitising (Mastering Number Week 11)	Comparison (Mastering Number Week 17)	Composition: Doubles (Mastering Number Week 20)	Subitising (Mastering Number Week 26) **Assessments**
Week 3	Routines, songs, rhymes, counting, sorting & RBA	Comparison (Mastering Number Week 7)	Counting, ordinality & cardinality (Mastering Number Week 12)	Composition (Mastering Number Week 18)	Counting, ordinality, cardinality (Mastering Number Week 21)	Consolidate & deepen incl. automatic recall
Week 4	Spatial thinking Shape & space	Composition (Mastering Number Week 8)	Composition (Mastering Number Week 13)	Spatial Reasoning: Pattern	Subitising (Mastering Number Week 22)	Review/assess composition Addition: Aggregation
Week 5	Subitising within 3 (Mastering Number Week 1)	Composition (Mastering Number Week 9)	Composition (Mastering Number Week 14)	Spatial Reasoning: Shape (Easter theme)	Composition (Mastering Number Week 23)	Review/assess comparison of addition/subtraction
Week 6	Counting, ordinality & cardinality (Mastering Number Week 2)	Spatial Reasoning: Shape & measure (Christmas links)	Composition (Mastering Number Week 15) subtraction		Composition (Mastering Number Week 24)	Patterns: including number patterns
Week 7	Composition (Mastering Number Week 3)	Spatial Reasoning: Shape & measure (Christmas links)				Counting and measure (Pre-Y1 RtPC)
Week 8	Composition (Mastering Number Week 4)					
39 weeks	8 weeks	7 weeks	6 weeks	5 weeks	6 weeks	7 weeks

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Holiday Home Learning	*Working with parents: share EYs maths dictionary (available to print) & counting activities, inc links to counting songs & rhymes.*	*Working with parents: share free apps to support subitising & simple subitising ideas for home & share playing with toy vehicles & people.*	*Working with parents: – time, sequencing events, naming days of the week, time words, share getting dressed.*	*Working with parents: share pattern making & putting away the shopping.*	*Working with parents: Making plans, walking to the shops.*	*Working with parents: Subitising, stories, making a snack, playing with dough.*

Statutory Framework for the Early Years 2024

Early years foundation stage (EYFS) statutory framework - GOV.UK

Mathematics

Developing a **strong grounding in number** is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to **count confidently**, develop a **deep understanding of the numbers to 10**, the **relationships** between them and the **patterns** within those numbers. By providing **frequent and varied opportunities to build and apply** this understanding - such as **using manipulatives**, including small pebbles and **tens frames** for organising counting - children will develop a **secure base of knowledge and vocabulary from which mastery of mathematics is built**. In addition, it is important that the curriculum includes **rich opportunities** for children to develop their **spatial reasoning skills across all areas of mathematics** including **shape, space and measures**. It is important that children develop **positive attitudes and interests** in mathematics, **look for patterns and relationships**, spot connections, '**have a go'**, **talk to adults and peers** about what they **notice** and **not be afraid to make mistakes**.

(Note how learning in mathematics is closely linked to learning in the other key areas, eg: songs, rhymes, stories can be used to develop both literacy and mathematics alongside each other. Mathematics has a strong thread of speaking and listening running through the teaching, which links to children's development in this area.)

Early Learning Goals (the 'what')

Warning: Avoid focus on the goal itself and aiming for this end point – instead plan to develop the mathematical understanding and meaningful application that will lead to this goal - this relies on teachers' subject and pedagogical knowledge, including understanding of learning trajectories and pathways (the 'how' and the 'why').

Early Learning Goals Guidance:

- The level of development children should be expected to have reached by the end of the EYFS is defined by the early learning goals (ELGs) as set out below.
- The ELGs should not be used as a curriculum or in any way to limit the wide variety of rich experiences that are crucial to child development
- Instead, the ELGs should support practitioners to make a holistic, best-fit judgement about a child's development at the end of the EYFS, and their readiness for year 1.

Early Learning Goal: Number

Children at the expected level of development will:

• Have a deep understanding of numbers to 10, including the composition of each number.
• Subitise (recognise quantities without counting) up to 5.
• Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Early Learning Goal: Numerical Patterns

Children at the expected level of development will:

• Verbally count beyond 20, recognising the pattern of the counting system.
• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Non statutory guidance:

Development Matters (2023):
Development Matters - GOV.UK (online)
EYFS_DfE_Development_Matters_Report_Sep2023.pdf (Excelsior Drive)

Birth to Five Matters:
Birthto5Matters-download.pdf (online)
Birth to 5 Matters.pdf (Excelsior Drive)

The Early Years Environment

Children learn and thrive within enabling environments. Stimulating and challenging environments where exploration and play are valued are important. Children should be able to immerse themselves in outdoor as well as indoor spaces. The Mastering Number programme provides guidance for daily direct teaching sessions and ideas for continuous provision and daily routines – it is important that these learning opportunities throughout the day are discussed at the planning stage, based on assessment of children and their current stage of learning, interests and learning in other areas.

Note: It is expected that spatial reasoning and pattern (beyond numerical patterns) are developed across the year within daily routines, continuous provision and across all areas of learning.

DfE/NCETM Guidance – Ready to Progress Criteria – Year 1 readiness:

In order to be ready to begin the Y1 programme of study, by the end of Reception children should be able to meet the criteria outlined below each topic:

Number and place value

- Begin to develop a sense of the number system by verbally counting forward to and beyond 20, pausing at each multiple of 10.
- Play games that involve moving along a numbered track and understand that larger numbers are further along the track.
- Begin to experience partitioning and combining numbers within 10.
- Distribute items fairly, for example, put 3 marbles in each bag. Recognise when items are distributed unfairly.

Addition/Subtraction

- Understand the cardinal value of number words, for example understanding that 'four' relates to 4 objects. Subitise for up to 5 items. Automatically show a given number using fingers.
- Devise and record number stories, using pictures, numbers, and symbols (such as arrows).

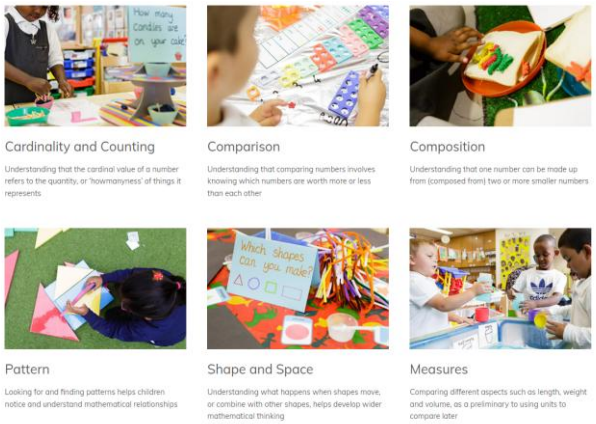
Geometry/Shape

- See, explore and discuss models of common 2D and 3D shapes with varied dimensions and presented in different orientations (for example, triangles not always presented on their base).
- Select, rotate and manipulate shapes for a particular purpose, for example: rotating a cylinder so it can be used to build a tower, rotating a puzzle piece to fit in its place.

Further details about Ready to Progress Criteria can be found here:
Online – Exemplification of ready-to-progress criteria | NCETM and Mathematics guidance: key stages 1 and 2 (covers years 1 to 6)
Excelsior Drive: Ready to Progress Exemplification PowerPoints and Maths_guidance_KS_1_and_2.pdf

Early Years: 6 areas of Maths Learning (see NCETM):

Early Years | NCETM (online); Progression documents for planning in each area are on Excelsior Drive here: NCETM 6 Area Progression Docs



DfE 'Help for Early Years Providers'

Mathematics - Help for early years providers - GOV.UK (education.gov.uk)

(See for further support around EYs pedagogy and ideas for planning/assessment, including the EYs environment.)

Early Childhood Maths Group

See for further ideas to support planning/assessment, in particular around spatial reasoning (see the spatial reasoning toolkit).

Spatial Reasoning – ECMG (earlymaths.org)

See NCETM for support on how to use Numberblocks

Early Years | NCETM

Numberblocks support materials

Materials to support Early Years and Year 1 teachers

Numberblocks at home

Resources to accompany the CBeebies Numberblocks series, designed for parents to use at home with children

Clips from the episodes are included in the Mastering Number programme, but whole episodes, or additional clips can be used to support teaching.

Maths at Home

See: [Maths postcards for families – ECMG (earlymaths.org)]
Excelsior Drive: [Maths Postcards for Families]

[CPD Opportunities with Central Maths Hub:]

4 days of EYs specific subject knowledge development for teachers of mathematics.
The 4 days involve practitioners in exploring early years specific pedagogy and the learning trajectories toward key learning for end of reception year.
Between workshops teachers use a case study approach to putting changes into practice in setting.
Head Teachers and Maths Leads are invited to an online introduction session and a final celebration session on the last day.
Two pathways available (each is 4 days): Shape, space, pattern, measure or number pathway.