



Reception Guidance

This year education and Early Years provision has changed dramatically. Many young children will have missed out on almost a year in nursery in high quality provision as well as not being able to attend home based settings or pre-schools and playgroups.

Here at WRM we full understand the need for high quality environments and meaningful interactions with staff and each other. Our EY ethos is embedded in the Characteristics of Effective Learning and seeks to support young children's development. We also understand what it is like to teach, lead and manage in Early Years and how to support children to progress through play.

Our adapted overviews support the ethos of the EYFS whilst at the same time enabling teachers to create a mathematically rich curriculum.

The updated Reception Scheme underpins the new Educational Programme for Mathematics (DFE July 2020) and will support you to deliver a curriculum that embeds mathematical thinking and talk. The updated scheme builds on the content of the previous scheme and allows for key mathematical concepts to be revisited and developed further across the year.

The new scheme has been divided into 3-weekly phases which provide far more opportunities to develop the understanding of shape, measure and spatial thinking.

The scheme does not focus solely on either the existing or the new ELGs but the skills needed for either set will be included as part of a broad early maths curriculum.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Autumn	Getting to Know You			Just Like Me!			It's Me 1 2 3!			Light and Dark			Consolidation	
Spring	Alive in 5!			Growing 6, 7, 8			Building 9 and 10			Consolidation				
Summer	On the Move			Superhero to 20 and Beyond			First then Now			Find my Pattern			Consolidation	

- We have divided the Reception Year into 10 Phases. Each phase roughly lasts 3 weeks long, allowing time for flexibility and consolidation.
- Each phase has a number focus and suggested links to measure, shape and spatial thinking.

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Week 7

Week 8

Week 9

Week 10

Week 11

Week 12

Autumn term

Getting to know you

(Take this time to play and get to know the children!)

Contains overviews and frequently asked questions

[VIEW](#)

Just like me!

Match and sort
Compare amounts
Compare size, mass & capacity
Exploring pattern

[VIEW](#)

It's me 1, 2, 3!

Representing 1, 2 & 3
Comparing 1, 2 & 3
Composition of 1, 2 & 3
Circles and triangles
Positional language

[VIEW](#)

Light & dark

Representing numbers to 5
One more or less
Shapes with 4 sides
Time

[VIEW](#)

Spring term

Alive in 5!

Introducing zero
Comparing numbers to 5
Composition of 4 & 5
Compare mass (2)
Compare capacity (2)

[VIEW](#)

Growing 6, 7, 8

6, 7 & 8
Combining two amounts
Making pairs
Length & height
Time (2)

[VIEW](#)

Building 9 & 10

Counting to 9 & 10
Comparing numbers to 10
Bonds to 10
3-D shapes
Spatial awareness
Patterns

[VIEW](#)

Consolidation

Summer term

To 20 and beyond

Build numbers beyond 10
Count patterns beyond 10
Spatial reasoning 1
Match, rotate, manipulate

[VIEW](#)

First, then, now

Adding more
Taking away
Spatial reasoning 2
Compose and decompose

[VIEW](#)

Find my pattern

Doubling
Sharing & grouping
Even & odd
Spatial reasoning 3
Visualise and build

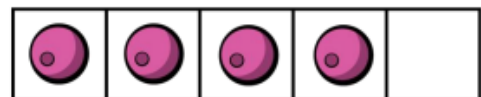
[VIEW](#)

On the move

Deepening understanding
Patterns & relationships
Spatial mapping (4)
Mapping

[VIEW](#)

Key Representations



Notes and guidance

When teaching counting, consider the **counting principles** at all times. At this early stage, ensure that children are counting real-life objects. They could start by subitising and counting objects that are identical before moving on to subitising and counting objects that have slight differences such as size or colour. Make sure that the objects are of the same type e.g. apples, cubes, books.

Encourage children to put objects into a line when counting so they have a clear start and end point.

The five frame can be used to support children to **subitise** and compare numbers within 5

Numerals may be introduced to children but they are not expected to write them at this stage. They could use informal jottings and/or drawing to record their thinking.