

Broadwas Primary School Reception Long Term Maths Plan-25-26								
Mastering Number (MN): Number	White Rose (WR): Pattern, Space, Shape & Measures							
Week	1	2	3	4	5	6	7	8
Autumn 1		MN Wk 1: Subitising Perceptual subitising to 3.	MN Wk2: Counting Counting sequence; 1:1 correspondence, cardinality.	MN Wk3: Composition Composition of 3 and 4.	WR Exploring pattern Copy, continue and create AB patterns.	MN Wk4: Subitising Subitising to 4; perceptual and conceptual; making 4.	WR Circles & triangles Identify, describe, sort, find, build and explore circles & triangles.	MN Wk5: Comparison Focus on language and think about attributes.
Day 5		WR: Match Find & match objects that are the same.	WR: Sort Sort objects based on attributes.	WR: Compare size Compare and order objects according to their size.	MN: Consolidation	WR: Compare mass Compare and order objects according to their weight.	MN: Consolidation	WR: Compare capacity Compare and order objects according to their capacity.
Autumn 2	WR: Shapes with 4 sides Identify, describe, sort, find, build and explore shapes with 4 sides.	MN Wk6: Counting and cardinality Focus on counting to 5.	MN Wk7: Comparison Comparison by matching.	MN Wk8: Composition Focus on the concept of a 'whole.'	MN Wk9: Composition Focus on the composition of 3,4 & 5.	WR: Compare mass (2) Compare capacity (2) Compare and order objects according to their weight. Explore capacity using different materials and containers.	MN Wk10: Cardinality and counting Counting beyond 5.	 Church of England (Voluntary Aided)

Day 5	MN: Consolidation	WR: Positional language Describe, represent and explore position, including from different perspectives.			WR: Time Ordering, describing and measuring time and events.	MN: Consolidation	WR: Time Ordering, describing and measuring time and events.	
Week	1	2	3	4	5	6	7	8
Spring 1	MN Wk11: Subitising Focus on linking subitising amounts to 5 with numerals.	MN Wk12: Ordinality Ordering numbers to 5. Focus on each number being 1 more than the previous number.	MN Wk13: Composition Focus on the composition of five and considering missing numbers.	MN Wk14: Composition Beginning to consider '5 and a bit' numbers using fingers and die frames as key representations.	MN Wk15: Comparison Focus on equal and unequal groups.			
Day 5	WR: Length & height Describe and compare length and height			WR: Time (2) Order and sequence events in time				
Spring 2	MN Wk16: Counting Counting sequence; ordinality of 1 - 5. 1 more and 1 less than within 10. Linking ordinality and cardinality through use of staircase pattern.	MN Wk17: Comparison Comparison using knowledge of ordinality rather than comparison by matching of quantities. Children to notice whether a change creates a number which is more or less than another.	MN Wk18: Composition Composition of 7 as 2 groups. Focus on 5 and a bit.	MN Wk19: Composition Composition of numbers within 10. Focus on doubles.	MN Wk20: Composition Sorting and re-sorting objects according to their attributes. Explore even and odd numbers.			
Day 5	WR: 3-D shapes Identify, describe, sort and explore 3D shapes.							

Week	1	2	3	4	5	6	7	8
Summer 1	WR: Pattern Copy, continue, create more complex patterns.	MN Wk: 21 Cardinality, ordinality and counting Counting larger amounts; strategies for counting	MN Wk: 22 Subitising Structured arrangements including the 10-frame.	MN Wk: 23 Composition Focus on representations of numbers using fingers and 10-frames.	MN Wk: 24 Composition Focus on doubles using different representations.	MN Wk: 25 Comparison Focus on ordinality: comparing numbers.	WR: Manipulate, compose and decompose Step 5: Compose shapes Step 6: Decompose shapes Step 7: Copy 2-D shape pictures Step 8: Find 2D shapes within 3D shapes	
Day 5	MN: Consolidation	MN: Consolidation	WR: Manipulate, compose and decompose Step 1: Select shapes for a purpose	WR: Manipulate, compose and decompose Step 2: Rotate shapes	WR: Manipulate, compose and decompose Step 3: Manipulate shapes	WR: Manipulate, compose and decompose Step 4: Explain shape arrangements	MN: Consolidation	
Summer 2	MN Wk: 26 Subitising and the rekenrek 'Seeing' small quantities and numbers within larger amounts. Introduction to the rekenrek. Linking familiar representations such as numbers of fingers	MN Wk: 27 Counting Strategies for counting. Recognising the pattern of the counting system, when beginning to count beyond 20.	MN Wk: 28 Comparison Comparing groups of objects that are of different sizes/colours/attributes Developing 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.	MN Wk: 29 Pattern in number Investigating 'parts' and 'wholes'. Exploring the composition of numbers to 10. Investigating equivalence, doubles and making odd and even numbers.	MN Wk: 30 Deep understanding of numbers to 10 Continuing to practically explore the composition of numbers to 10. Investigating 5 as a key 'anchor' in our number system. Beginning to generalise about 1 more/1 less within 10.	MN Wk: 31 Recall of number facts Learning the 'numbers within' 3, 4, 5 and 10. Knowing double facts, up to 5 and 5 make 10. Investigating whole amounts and hidden quantities within 5.	WR: Visualise, build and map Step 7: Give instructions to build Step 8: Explore mapping Step 9: Represent maps with models Step 10: Create own maps with familiar places	

	to representations on the rekenrek.						Step 11: Create own maps and plans from story situations	
Day 5	WR: Visualise, build and map Step 1: Identify units of repeating patterns	WR: Visualise, build and map Step 2: Create own pattern rules	WR: Visualise, build and map Step 3: Explore own pattern rules	WR: Visualise, build and map Step 4: Replicate and build scenes and constructions	WR: Visualise, build and map Step 5: Visualise from different positions	WR: Visualise, build and map Step 6: Describe positions	MN: Consolidation	

Practitioner Guidance

Mathematics in Reception is taught using the Mastering Number and White Rose programmes for the strands of Number and Pattern, Space, Shape and Measures respectively.

On a Mastering Number week, Mastering Number is taught four times per week and White Rose, once per week on the fifth day.

On a White Rose Week, Pattern, Shape, Space and Measures is taught four times per week and a Mastering Number consolidation session, on the fifth day.

Curriculum Sequencing

The Mastering Number units should be followed in order as they build up over time and follow a developmental progression.

Pattern, Shape, Space and Measure units can be taught at any time to best fit your themes or interest of your children and should be ongoing through the continuous provision.

The Spatial Reasoning skills follow a developmental progression, therefore should be taught in order.

It is essential that teachers read the [White Rose Teacher Guidance](#) to fully understand the rationale behind the White Rose curriculum in Reception.