Reception Maths Weekly Timetable, Objectives and Outcomes - 2025-2026

Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Autumn 1	Baseline			**Maths Mastery x 5 Weeks**				
				Subitising	Counting- cardinality and ordinality	Composition	Subitising	Comparison
Autumn 2	**Maths Mastery x 5 Weeks**					**White Rose Maths x 2 weeks**		
	Counting, ordinality and cardinality	Comparison	Composition	Composition	Counting, ordinality and cardinality	Match, Sort and Compare	Measure and Pattern	
Spring 1	**Maths Mastery x 5 Weeks**					**White Rose Maths x 1 week**		
	Subitising	Counting, ordinality and cardinality	Composition	Composition	Comparison	Mass and Capacity		

Autumn Term Outcomes- Maths Mastery

Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.

Pupils will:

- identify when a set can be subitised and when counting is needed
- subitise different arrangements, both unstructured and structured, including using the Hungarian number frame
- make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills
- spot smaller numbers 'hiding' inside larger numbers
- connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers
- hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number
- develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds
- compare sets of objects by matching
- begin to develop the language of 'whole' when talking about objects which have parts

Autumn Term Outcomes - White Rose Maths

Match sort and compare

- Step 2 Match pictures and objects
- Step 3 Identify a set
- Step 4 Sort objects to a type
- Step 5 Explore sorting techniques
- Step 6 Create sorting rules
- Step 7 Compare amounts

Measure and Pattern

- Step 1 Compare size
- Step 2 Compare mass
- Step 3 Compare capacity
- Step 4 Explore simple patterns
- Step 5 Describe position

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<table>
<tr><td rowspan="2">Spring 2</td><td colspan="5">Maths Mastery x 5 Weeks</td><td colspan="3"></td></tr>
<tr><td>Counting, ordinality and cardinality</td><td>Comparison</td><td>Composition</td><td>Composition</td><td>Composition</td><td></td><td></td><td></td></tr>
<tr><td colspan="6"><u>Spring Term Outcomes- Maths Mastery</u></td><td colspan="3"><u>Spring term Outcomes- White Rose Maths</u></td></tr>
<tr><td colspan="6">Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.
Pupils will:
• continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals
• begin to identify missing parts for numbers within 5
• explore the structure of the numbers 6 and 7 as ‘5 and a bit’ and connect this to finger patterns and the Hungarian number frame
• focus on equal and unequal groups when comparing numbers
• understand that two equal groups can be called a ‘double’ and connect this to finger patterns
• sort odd and even numbers according to their ‘shape’
• continue to develop their understanding of the counting sequence and link cardinality and ordinality through the ‘staircase’ pattern
• order numbers and play track games
• join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers</td><td colspan="3"><u>Mass and Capacity</u>
• Step 1 Compare mass
• Step 2 Find a balance
• Step 3 Explore capacity
• Step 4 Compare capacity</td></tr>
<tr><td rowspan="2">Summer 1</td><td colspan="5">Maths Mastery x 5 Weeks</td><td colspan="3">White Rose Maths x 2Week</td></tr>
<tr><td>Cardinality, ordinality and counting</td><td>Subitising</td><td>Composition</td><td>Composition</td><td>Comparison</td><td>Length, height and time</td><td>2D Shape</td><td></td></tr>
<tr><td rowspan="2">Summer 2</td><td colspan="5">Maths Mastery x 6 Weeks</td><td colspan="2">White Rose Maths x 2 Weeks</td></tr>
<tr><td>Review and assess Focus: Comparison</td><td>Review and assess Focus: Counting beyond 20</td><td>Review and assess Focus: Patterns within numbers to 10</td><td>Review and assess Focus: Automatic recall</td><td>Review and assess Focus: Understanding of numbers to 10</td><td>Week 26: Review and assess Focus: Subitising on a rekenrek</td><td>Exploring 3D shapes</td><td>Visualise Build and Map</td></tr>
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Summer Term Outcomes- Maths Mastery	Summer Term Outcomes- White Rose Maths
Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice. Pupils will: • continue to develop their counting skills, counting larger sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • compare quantities and numbers, including sets of objects which have different attributes • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 • begin to generalise about 'one more than' and 'one less than' numbers within 10 • continue to identify when sets can be subitised and when counting is necessary • develop conceptual subitising skills including when using a rekenrek	**2D Shapes** • Step 1 Identify and name circles and triangles • Step 2 Compare circles and triangles • Step 3 Identify shapes with 4 sides • Step 4 Shapes in the environment • Step 5 Day and Night **Exploring 3D Shapes** • Step 1 Recognise and name 3-D shapes • Step 2 Find 2-D shapes within 3-D shapes • Step 3 Use 3-D shapes for tasks • Step 4 3-D shapes in the environment **Visualise Build and Map** • Step 1 Identify units of repeating patterns • Step 2 Create own pattern rules • Step 3 Explore own pattern rules • Step 4 Replicate and build scenes and constructions • Step 5 Visualise from different positions • Step 6 Describe positions

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	• Step 7 Give instructions to build • Step 8 Explore mapping • Step 9 Represent maps with models • Step 10 Create own maps from familiar places • Step 11 Create own maps and plans from story situations