

RECEPTION MATHEMATICS LONG-TERM PLAN

Teaching for Mastery curriculum | Early Years

ACADEMIC YEAR
2026 / 2027

Curriculum basis: NCETM Mastering Number at Reception and KS1, NCETM Early Years materials, the statutory EYFS framework and Development Matters. The sequence is indicative and should be adapted responsively through observation and professional judgement.

Reviewed: _____
Maths Lead: _____

DAILY MATHEMATICS PROVISION Mastering Number provides the core daily teaching of early number. It is supplemented by planned NCETM Early Years experiences across cardinality and counting, comparison, composition, pattern, shape and space, and measures. Mathematics is also developed through routines, purposeful play, adult interaction, continuous provision and outdoor learning.

Half term	Mastering Number and core number focus	Wider early mathematics	Provision and assessment emphasis
Autumn 1	- Match and sort objects and representations. - Compare amounts and quantities. - Subitise objects, actions and sounds to 3. - Represent and compose numbers 1–4. - Develop one-to-one correspondence and the cardinal principle.	- Compare size, mass and capacity in practical contexts. - Copy, continue and create simple AB patterns. - Use positional and comparison language in routines and play.	- Use transition information and initial observations. - Prioritise real objects, fingers, songs and familiar routines.
Autumn 2	- Recognise and represent numerals and quantities 0–5. - Develop perceptual and conceptual subitising to 5. - Explore composition of 4 and 5. - Introduce parts and wholes and begin recalling bonds to 5.	- Notice, compare, compose and manipulate circles, triangles and four-sided shapes. - Continue and create repeating patterns. - Explore shape in the environment rather than relying only on naming.	- Use structured dot patterns, five-frames and story contexts. - Observe whether children can explain what they notice.
Spring 1	- Compare and order quantities and numerals to 8. - Deepen composition of 5, 6 and 7, including “5 and a bit”. - Find one more and match numerals to quantities. - Count beyond 10 and notice the pattern of teen numbers.	- Compare length, height, mass and capacity. - Order objects by measurable attributes. - Use time language including yesterday, today and tomorrow.	- Plan practical measuring investigations. - Use number tracks, daily routines and contextual problems.
Spring 2	- Explore composition of 7 and 8. - Identify doubles within 10 and begin exploring odd and even structures. - Count larger sets and things that cannot be moved or seen. - Notice naming patterns in teen and “-ty” numbers.	- Explore 3D shapes through building, rolling, stacking and describing. - Notice 2D faces within 3D shapes. - Copy and create more complex and non-linear patterns.	- Use construction, outdoor counting and sorting provocations. - Check secure counting principles as set size increases.
Summer 1	- Subitise to 6 and beyond in structured arrangements. - Deepen composition of 5 and 10. - Find one more and one less within 10. - Use the rekenrek to represent quantities and relationships. - Strengthen bonds to 5 and some bonds to 10.	- Rotate, manipulate, compose and decompose shapes. - Create shape pictures and solve spatial puzzles. - Use positional and directional language in routes and maps.	- Encourage children to represent the same idea in different ways. - Use dialogue to assess flexibility rather than speed alone.
Summer 2	- Secure a deep understanding of numbers to 10 and their composition. - Recall bonds to 5 and some bonds to 10, including doubles. - Use odd/even, one more/less and equal-sharing structures. - Solve simple addition and subtraction stories within 10. - Count beyond 20 and notice the pattern of the counting system.	- Consolidate pattern, shape, space and measure through rich contexts. - Apply spatial reasoning in construction, movement and outdoor provision.	- Complete the statutory EYFS Profile through holistic professional judgement. - Provide precise transition information for Year 1.

Sequencing note: This overview reflects the school's current Mastering Number sequence. Practitioners should preserve the progression while adapting pace, examples, adult interaction and provision in response to what children know and can do. Consolidation should occur through varied application, not repetitive worksheets.

RECEPTION CURRICULUM PRIORITIES AND STATUTORY BREADTH

Big mathematical ideas in Reception

- Secure cardinality and the principles of counting through varied practical experiences.
- Develop perceptual and conceptual subitising so quantities are recognised and structured, not merely counted.
- Understand composition: each number can be made from smaller parts in different ways.
- Compare quantities and develop a sense of magnitude, equality and difference.
- Notice patterns within the counting system and within numbers, including doubles, odds, evens and equal groups.
- Develop spatial reasoning through movement, viewpoint, construction, composition and transformation.
- Use mathematical language to notice, explain, predict, solve problems and make connections.

Statutory EYFS mathematics and end-of-Reception outcomes

- The educational programme requires a strong grounding in number alongside rich spatial reasoning across shape, space and measures.
- Number ELG: develop a deep understanding of numbers to 10, including the composition of each number.
- Number ELG: subitise up to 5.
- Number ELG: automatically recall bonds to 5 and some bonds to 10, including double facts.
- Numerical Patterns ELG: verbally count beyond 20 and recognise the pattern of the counting system.
- Numerical Patterns ELG: compare quantities to 10 and explore patterns within numbers to 10, including evens, odds, doubles and equal distribution.
- The Early Learning Goals are assessment outcomes at the end of Reception; they must not be used to narrow the curriculum.

NCETM early mathematics area	Where it is developed	Long-term planning requirement
Cardinality and counting	Daily Mastering Number; routines, songs, stories, outdoor learning and continuous provision.	Offer varied countable sets, including movable, fixed, hidden and unseen items. Revisit one-to-one correspondence, stable order and the cardinal principle while extending counting beyond 20.
Comparison	Across all half terms through number, measure, construction and everyday decisions.	Compare sets and attributes using more, fewer, same, greater, less, longer, shorter, heavier, lighter, full and empty. Encourage children to justify comparisons rather than rely on appearance.
Composition	Core Mastering Number focus throughout the year.	Explore parts and wholes, “5 and a bit”, composition of 10, bonds, doubles and simple addition/subtraction stories. Use multiple representations and ask children to show another way.
Pattern	Repeating patterns in provision; patterns in counting and number throughout Mastering Number.	Include copying, continuing, identifying the unit of repeat and creating patterns. Connect pattern to counting sequences, doubles, odd/even structures and equal groups.
Shape and space	Planned NCETM experiences, construction, creative provision, movement, maps and outdoor play.	Prioritise spatial reasoning: viewpoint, position, rotation, composition and decomposition. Teach shape names and properties through exploration rather than classification alone.
Measures	Planned investigations and daily routines involving length, height, mass, capacity and time.	Develop comparison, conservation and indirect comparison before formal units. Provide repeated practical experiences with meaningful vocabulary and real equipment.

IMPORTANT CURRICULUM CHECK Mastering Number secures the core progression in early number, but it does not replace the full EYFS mathematics curriculum. Teachers must plan rich experiences in pattern, shape, space and measures and must assess children through the breadth of their independent learning, interaction and play.

PLANNING, PROVISION, ASSESSMENT AND REVIEW

Key representations and manipulatives • Real objects, loose parts, natural materials and fingers for quantity and counting. • Structured dot patterns, dice, dominoes, five-frames and ten-frames with counters. • Rekenreks and bead strings for subitising, composition and comparison. • Part-whole stories, number tracks and simple marked and unmarked number lines. • Construction blocks, pattern blocks, tangrams and varied 2D/3D shapes. • Sand, water, containers, balance scales, measuring tools, timers and calendars.	Mathematical language and adult interaction • Name and label quantities using spoken words, numerals, gestures and visual representations. • Model thinking aloud and use emphasis, intonation and gesture to draw attention to structure. • Ask: "What do you notice?", "How do you know?", "Can you show it another way?" and "What could happen next?" • Explicitly model comparison, composition, positional, pattern and measure vocabulary. • Provide wait time and oral rehearsal; accept informal explanations while recasting precise language. • Respond sensitively to errors so children remain willing to count, reason and take mathematical risks.
Assessment checkpoints • Entry: use transition information and initial observations; complete statutory Reception Baseline Assessment arrangements separately. • Ongoing: observe children in adult-led teaching, play, routines and continuous provision; use dialogue and practical tasks to probe understanding. • Mastering Number: note children's subitising, composition, comparison and fluency, including the strategies they choose. • End of term: review progress against the school sequence and identify concepts requiring further varied experience. • End of year: complete the statutory EYFS Profile through holistic professional judgement rather than a formal test.	Continuous provision, adaptive teaching and inclusion • Maintain ambitious mathematical ideas while adapting language, representation, adult support, environment and pace. • Use repeated, multi-sensory experiences and visual supports without reducing the conceptual focus. • Plan meaningful enhancements to construction, role play, creative, small-world, sand, water and outdoor provision. • Use in-the-moment interaction, guided play, pre-teaching and brief intervention where these remove barriers. • Support children with SEND and EAL through gesture, modelling, concrete resources, consistent vocabulary and collaboration with families and the SENDCo. • Gradually reduce prompts and scaffolds so children apply mathematics independently in new contexts.

Before the half term Review current learning, the Mastering Number sequence, planned NCETM experiences, likely misconceptions and provision enhancements.	During teaching Observe, interact and adapt. Record only purposeful evidence and annotate where the sequence or provision is extended, revisited or refined.	At the review point Evaluate progress and breadth, identify children needing further support and record curriculum refinements and transition information.
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Core planning sources: [NCETM Mastering Number at Reception and KS1](#) | [NCETM Early Years materials](#) | [EYFS statutory framework](#) | [Development Matters](#) | [EYFS Profile handbook](#)

EYFS note: This plan provides an intentional progression, not a rigid lesson schedule. The quality of adult interaction, the learning environment and children's opportunities to revisit ideas through play are integral to implementation.