## $\stackrel{+-\times}{\div-\times}$ Mathematics Curriculum Map: Reception



|  | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Securing addition and subtraction facts |  | Number patterns within 20 |  | Number patterns beyond 20 | Money | ures |  | Exploration of patterns within number |  |
|  | - Commu <br> - Explore subtractio <br> - Compar amounts | ity ition and | - Count up with objec <br> - Represen explore nu <br> - One more | d beyond <br> are and o 20 | - One more one less <br> - Estimate and count <br> - Grouping and sharing | - Coin recognition and values <br> -Combinations to total 20p <br> - Change from 10p | - Describe <br> - Compare <br> - Compare <br> - Estimate, order leng | cities <br> mes <br> hts <br> pare and | - Explore num <br> - Recognise <br> - Apply numb knowledge <br> - Count forwa | trategies patterns nd measures <br> ckwards |

The Dimensions of Depth - Conceptual Understanding, Language and Communication and Mathematical
Thinking - underpin all aspects of the curriculum; problem solving is at the heart and is embedded in all units.

