Reception Long Term Maths Plan Autumn Term													
Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12	Wk 13	Wk 14
Baseline Numb Assessments Place V number					r: lue 1-5	Num Add Sortin gro	nber: ition ig into ups	Comparing groups – quantities of identical objects	Comparing groups – quantities of non- identical objects.	Number: Change with 5 Addition one more within 5		Number: Change with 5 Subtraction one less within 5	
Cl unde including and be a using a subit beginnir bonds t grou	hildren sh rstanding the com ble to rep part who ise numb ig to auto to 5. E.g. p of 2 and	<u>IUMBER</u> nould have g of the nu position of present the ole model. ers to 5. Comatically 4 buttons d another	e a deep umbers 1- of number e compos Children Children a recall nu – I can so group of	5 i s 1-5 sition o can o re f mber ee a c 2	NUMERICAL PATTERNSWIDER MATHSChildren should be able to count to 10Children should be able to count to 10independently, understanding the pattern of the counting system is always adding one more. Children should be able to count one to one correspondence to 5 and know the last number is the final total. Children should revisit `all gone' and see the connection to zero. Children should be able to compare two groups using more than, less than and then same/ equalWIDER MATHS Children should be able to language of capacity, size an big, little, large, small, tall, sh should be able to make a simp pattern with at least 3 units mistakes within a pattern. Chi recognise and describe some shapes e.g. circle, triangle a Children should be able to language of time of day e.g. morning, afternoon, before,							<u>THS</u> ble to use ize and m all, short. a simple r 3 units an 5 units an 6 units an 6 units an 9 uni	e the ass e.g. Children epeating d spot en should nple 2D square. e the r, night, er, day,

Reception Long Term Maths Plan Spring Term													
Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12		
Addition and Subtraction: Number to 5: introducing zeroAddition and Subtraction: Number bonds to 5				Place value: Numbers to 10: Counting 6, 7, 8	Place value: Numbers to 10: Counting 9 and 10	Addition Subtra Addition combin groups the w	on and action: n to 10: ing two to find whole	Addition and Subtraction:Addition and Subtraction:Addition to 10Subtraction:Addition to 10Addition to 1Number bonds to 10- ten frameNumber bonds to 10- part- whole mode					
childre und majori and us t com using Child num nu Child	NUM en shoul derstand ty of the sing reso to repre position a part w lren can bers ap mber ku	d have a ding of t e numbe ources b sent the of num whole m order s plying t nowledg	a deep the ers 1-8 e able bers odel. ome heir je.	Childi ver under of the always unde you c one les able corre diff	NUMERICAL ren shou rbally co rstandin e counti adding rstandin sount ba ss. Child to coun esponde erent co	<u>PATTERNS</u> JId be a ount to 2 g the pa ng syste one mo ng that v ckward Iren sho t one to 2 ence to 2	ble to 20, attern em is ore and when s it is ould be o one 10 in and	framewhole modeWIDER MATHSchildren will be able to usethe language of weight tomake comparisons andidentify the heaviest andlightest. Children can makepairs of objects andmeasure using nonstandardunits. Children can exploreand manipulate 3D shapes					

Reception Long Term Maths Plan														
Summer I erm														
Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	<b>x</b>	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12	Wk 13	Wk 14
Place value: Numbers to 10: Comparing groups up to 10	Geometry: Exploring patterns simple / complex patterns	Number: Addition and Subtraction	count on and back Adding by counting on	Number: Addition and	Subtraction Count on and	back Taking away by counting back	Number and Place value: Numbers to 20	Counting to 20	Numerical patterns Doubling		Numerical patterns Halving and	sharing	Numerical patterns Odds and evens	
NUMBER <u>c</u> hildren should have a deep understanding of the majority of the numbers 1-10 and using resources be able to represent the composition of numbers using a part whole model and tens frame. Children can order some numbers, including sequences and apply their number knowledge. Children can confidently subitise to 5 and use familiar concept images e.g.						NUMERICAL PATTERNSWIDER MATHSChildren should be able to verbally count to 20, understanding the pattern of the counting system is always adding one more and understanding that when you count backwards it is one less. Children should be able to count one to one correspondence to 20 in different contexts and compare two quantities using the language of more/ greater or fewer than and same/ equal.WIDER MATHS Children can explore and 2D and 3D shapes. Children combining and separatin fitting shapes together ar shapes apart.							ATHS and mani Idren can rating as w er and br part.	pulate explore well as eaking