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 Assessments			Number: Place Value numbers 1-5			Number: Addition Sorting into groups		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	

NUMBER

Children should have a deep understanding of the numbers 1-5 including the composition of numbers 1-5 and be able to represent the composition using a part whole model. Children can subitise numbers to 5. Children are beginning to automatically recall number bonds to 5. E.g. 4 buttons – I can see a group of 2 and another group of 2

NUMERICAL PATTERNS

Children should be able to count to 10 independently, 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/ equal

WIDER MATHS

Children should be able to use the language of capacity, size and mass e.g. big, little, large, small, tall, short. Children should be able to make a simple repeating pattern with at least 3 units and spot mistakes within a pattern. Children should recognise and describe some simple 2D shapes e.g. circle, triangle and square. Children should be able to use the language of time of day e.g. day, night, morning, afternoon, before, after, day, tomorrow

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 zero		Addition 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 and Subtraction: Addition to 10: combining two groups to find the whole		Addition and Subtraction: Addition to 10 Number bonds to 10- ten frame		Addition and Subtraction: Addition to 10 Number bonds to 10- part- whole mode	

NUMBER	NUMERICAL PATTERNS	WIDER MATHS
children should have a deep understanding of the majority of the numbers 1-8 and using resources be able to represent the composition of numbers using a part whole model. Children can order some numbers applying their number knowledge. Children can confidently	Children 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 10 in different contexts and	children will be able to use the language of weight to make comparisons and identify the heaviest and lightest. Children can make pairs of objects and measure using nonstandard units. Children can explore and manipulate 3D shapes

Reception Long Term Maths Plan
Summer 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
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

children 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. tens frame, fingers etc. Children are

NUMERICAL PATTERNS

Children 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. Children understand the ordinal

WIDER MATHS

children can explore and manipulate 2D and 3D shapes. Children can explore combining and separating as well as fitting shapes together and breaking shapes apart.