

Reception Long Term Maths Plan Autumn Term

<u>Wk</u> 1	<u>Wk</u> 2	<u>Wk</u> 3	<u>Wk</u> 4	<u>Wk</u> 5	Wk6 & Wk7	<u>Wk</u> 8	<u>Wk</u> 9	<u>Wk</u> 10	<u>Wk</u> 11	<u>Wk</u> 12	<u>Wk</u> 13	<u>Wk</u> 14
Number: Place Value: counting and ordering numbers 1-5			Matching, sorting and comparing groups Same/different, equal, more, less, greater, fewer		Making patterns Copy, continue and created repeating patterns	Number: Addition - Sorting into groups Introduce part/whole model practically		Subitising 1,2,3,4,5	Number: Addition One more within 5		Number: Subtraction One less within 5 (inc 0)	
<u>NUMBER</u> 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					<u>NUMERICAL PATTERNS</u> 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				<u>WIDER MATHS</u> 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

<u>Wk</u> 1	<u>Wk</u> 2	<u>Wk</u> 3	<u>Wk</u> 4	<u>Wk</u> 5	<u>Wk</u> 6	<u>Wk</u> 7	<u>Wk</u> 8	<u>Wk</u> 9	<u>Wk</u> 10	<u>Wk</u> 11	<u>Wk</u> 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	
<u>NUMBER</u> 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 subitise a small number of objects and use familiar concept images e.g. tens frame, fingers etc. Children are beginning to automatically recall number bonds to 5.				<u>NUMERICAL PATTERNS</u> 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 compare two quantities using the language of more/ greater or fewer than and same/ equal.				<u>WIDER MATHS</u> 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 non-standard units. Children can explore and manipulate 3D shapes. 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 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	Number and Place value: Numbers to 20 Counting to 20	Numerical patterns Halving and sharing/ doubling		Number: Addition and Subtraction Adding by counting on		Number: Addition and Subtraction Taking away by counting back		Numerical patterns: odds and evens (link to spatial reasoning)		Number and Place value: Counting and comparing amounts within 20 (link to measure)		Geometry: Exploring patterns simple / complex patterns (consolidate 2d and 3D shapes)	
<p style="text-align: center;"><u>NUMBER</u></p> <p>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 able to automatically recall number bonds to 5. Children are aware of how groups change by adding and taking objects away.</p>				<p style="text-align: center;"><u>NUMERICAL PATTERNS</u></p> <p>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 number system.</p>				<p style="text-align: center;"><u>WIDER MATHS</u></p> <p>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. 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 non-standard units. Children should be able to use the language of time of day e.g. day, night, morning, afternoon, before, after, day, tomorrow</p>					