



Maths: Reception Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Autumn		Assessments			Baking maths	Gingerbread man maths	Autumnal patterning	Sorting	Number 1	Number 2	Number 3	Number 4	Number 5	2D Shapes
Spring	Number recognition & ordering	Number 6	3D Shapes	Number 7	Number 8	Ordinal Numbers	Number 9	Number 10	Assessments	Recall	Addition & Doubling	Halving		
Summer	Doubling & Halving	Subtraction	Subtraction	Measurement: Length	Consolidation	Subtraction	Tally Charts	Days of the week	Measurement: Money	Measurement: weight	Symmetry			



Maths: Reception Medium Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 1	Transition Visits	Maths assessments – colours, numbers, number ordering, counting objects, counting spots, counting 1:1, shapes, sorting, patterning. Number rhymes Daily routine Independent writing of numbers assessment			Baking bread In groups bake bread rolls What do we use a weighing scale for? How does it work? How much do we need? How do we know when we have enough?	Gingerbread man buttons Add the right number of buttons to the Gingerbread man Can children count carefully with 1:1 correspondence? Match numbers to objects?	Autumnal patterning Using Autumn resources of conkers, sycamores, leaves etc encourage the children to make a repeating pattern Can children make a pattern independently? What type of pattern do they make?
Autumn 2	Autumn sorting As a group sort Autumn objects found. Sort for type, shape, colour, size. Match number of objects to number labels. Can children sort for a given criterion? Think of their own criteria? Count accurately?	Number 1 Introduce number 1 – quantity, shape, with 1 side, numicon, 1p, 1 o'clock, Practise forming number 1 Can children.. Identify 1? Find 1 object? Count 1? Identify 1 on numicon? Identify a shape with 1 side? <i>Venn diagram for eye / hair colour</i> Each child to contribute to the venn diagram by colouring a square Which colour is most popular / least popular? How do you know?	Number 2 Introduce number 2 – quantity, numicon, 2p, 2 o'clock, how we can make 2. Practise forming number 2 Can children Identify 2? Find 2 objects? Count 2? Identify 2 in numicon? Find ways of making 2?	Number 3 Introduce number 3 – quantity, numicon, 3p, 3 o'clock, how we can make 3. Practise forming number 3 Can children Identify 3? Find 3 objects? Count 3? Identify 3 in numicon? Find ways of making 3? <i>Paper chains</i> Make repeating pattern paper chains to be used as Christmas decorations Think of their own repeating pattern? Create a repeating pattern?	Number 4 Introduce number 4 – quantity, shapes, numicon, 4p, 4 o'clock, how we can make 4. Practise forming number 4 Can children Identify 4? Find 4 objects? Count 4? Identify 4 in numicon? Find ways of making 4? Sort shapes with 4 sides into 2 groups?	Number 5 Introduce number 5 – quantity, shapes, numicon, 5p, 5 o'clock, how we can make 5. Practise forming number 5 Can children Identify 5? Find 5 objects? Count 5? Identify 5 in numicon? Find ways of making 5?	2D shapes Sort a collection of 2d shapes – circle, semi-circle, triangle, rectangle, pentagon. Discuss the number of corners, sides, straight sides, curved sides. Play guess the shape Draw round the shapes to make a picture. 2d shape hunt outdoors IWB – shapes to make a picture. Can children name the 2d shapes? Sort the shapes? Describe the shapes using appropriate language? Describe the shapes using appropriate language?



<p>Spring 1</p>	<p>Number recognition and ordering Use a number line to recognise and order numbers 1-10 and then 10-20. Recognise numbers? Order numbers correctly?</p> <p><i>1 more / 1 less</i> Use the number line and fingers to explore 1 more and 1 less. Can children say 1 more / 1 less than a given number?</p>	<p>How many have...?</p> <p>Number 6 Introduce number 6 – quantity, shapes, numicon, 6p, 6 o'clock, how we can make 6. Practise forming number 6 Can children identify 6? Find 6 objects? Count 6? Identify 6 in numicon? Find ways of making 6?</p> <p>Number recognition and ordering Use a number line to recognise and order numbers 1-10 and then 10-20. Count up and down. Recognise numbers? Order numbers correctly? Count forwards to 20? Count backwards from 20?</p>	<p>3d shapes Sort a collection of 3d shapes – sphere, cube, cuboid, cone and cylinder. Discuss the number of faces, vertices / corners, flat faces, curved faces, whether it can roll / stack. Play guess the shape from the description clues. 3d shape hunt at home – sort and classify. Colouring sheet – identify the 3d shapes in a picture and colour Home learning 3d shape challenge.</p>	<p>Number 7 Introduce number 7 – quantity, shapes, numicon, 7p, 7 o'clock, how we can make 7. Practise forming number 7 Can children identify 7? Find 7 objects? Count 7? Identify 7 in numicon? Find pairs of numbers making 7?</p> <p>Addition Introduce the children to the addition and equal signs and what they mean. Model how to read a number sentence and then solve practically – could also use a 10 frame to help solve. Can children read the number sentence? Understand what they have to do? Solve the sum practically?</p>	<p>Number 8 Introduce number 8 – quantity, shapes, numicon, 8p, 8 o'clock, how we can make 8. Practise forming number 8 Can children identify 8? Find 8 objects? Count 8? Identify 8 in numicon? Find pairs of numbers making 8?</p> <p>Subtraction Introduce the children to the subtraction and equal signs and what they mean. Model how to read a number sentence and then solve practically – could also use a 10 frame to help solve. Can children read the number sentence? Understand what they have to do? Solve the sum practically?</p>	<p>Ordinal numbers Through the Emperors Race story, introduce the children to the concept of ordinal numbers. Can children identify the ordinal position and use the language appropriately to describe a position?</p>	
<p>Spring 2</p>	<p>Number 9 Introduce number 9 – quantity, shapes, numicon, 9p, 9 o'clock, how we can make 9. Practise forming number 9 Can children identify 9? Find 9 objects? Count 9?</p>	<p>Number 10 Introduce number 10 – quantity, shapes, numicon, 10p, 10 o'clock, how we can make 10. Practise forming number 10 Can children identify 10? Find 10 objects? Count 10?</p>	<p>Maths assessments – recognise numbers 0-10/20 and order. Say 1 more / 1 less than the given number?</p> <p><i>Inputs</i> Order numbers to 20 and count forward and backwards. Practise addition using fingers</p>	<p>Warm up activities Practise recalling and identifying the teen numbers. Look at what the numbers look like when they are made out of numicon and what that means for the value of the number.</p>	<p>Addition and Doubling Continue learning about the part/whole method for addition, working within 10. Model it – use numicon to represent the first number. Children who can do this to extend to putting the first number in their head.</p>	<p>Halving Introduce halving – sharing between 2 people and link this back to how we found out about odd / even numbers. Practise halving practically. Make Easter nests and practise halving.</p>	



	<p>Identify 9 in numicon? Find pairs of numbers making 9?</p> <p>Counting in 2s Introduce the children to the idea of not just counting in 1s, we can also count in 2s (and more). Model how to do this. Children then to have a go –to 10 and then 20. Can children group items into 2s and then count accurately?</p> <p><i>Odd / Even numbers</i> Introduce odd / even numbers link to sharing and numicon Can children discover if a number is odd / even and explain why?</p>	<p>Identify 10 in numicon? Find pairs of numbers making 10?</p> <p>Tallest / shortest Longest / shortest Using smart notebook / objects introduce the children to the concepts of tallest / longest / shortest to describe size rather than biggest and smallest. Children to practise identifying and describing objects. Can children identify the tallest, shortest, longest object? Can children describe the tallest / shortest / longest object?</p> <p><i>Prepositional language</i> Using smart notebook / objects introduce the children to the concept of language to describe position – on, under, next to, behind, in. Children to draw a treasure map by following the language accurately. Children to practise identifying and describing position. Can children describe position and identify position?</p>	<p>Practise subtraction using fingers Find pairs of numbers that make a specific total. Can children show they understand addition / subtraction? Recognise and order numbers</p>	<p>Can children recognise the numbers? Understand the place value? Understand how the numicon is used?</p> <p>Addition Tell addition stories that can be solved with fingers / pictures and model. Introduce the children to the part/whole method for addition, working within 10. Model it. Children to have a go at solving additions using the part /whole method. Can children understand how this method works? Count on? Solve sums independently within 10?</p>	<p>Children to have a go at solving additions using the part /whole method. Can children understand how this method works? Count on? Solve sums independently within 10?</p> <p>Introduce the children to the idea that doubling can take place with numbers or items. It's getting the same again. Link this into addition and counting on.</p>		
Summer 1	<p>Doubling / Halving Recap doubling – having the same</p>	<p>Subtraction Tell subtraction stories that can be solved with</p>	<p>Subtraction Recap the subtraction strategies taught from</p>	<p>Measuring using nonstandard measures</p>	<p>Consolidation Week</p>	<p>Subtraction Recap the subtraction strategies taught from</p>	<p>Consolidation Week</p>



	<p>number and adding it. Recap halving – sharing between 2 people and link this back to how we found out about odd / even numbers. Practise halving practically. Can children double / halve quantities? Use the associate language correctly?</p>	<p>fingers / pictures and practically model. Introduce the children to the part/whole method for subtraction, working within 10. Model it. Children to have a go at solving subtraction problems practically and pictorially Can children understand how this method works? Solve sums independently within 10?</p>	<p>previous week – pictures / objects / fingers. Introduce counting back to find the answer when subtracting using practical resources. Extend this to fingers if appropriate. Can children subtract by counting back using resources? Using their fingers? Work with numbers to 10? Work with numbers beyond 10?</p>	<p>Recap tallest / shortest / longest. Introduce the concept that we can make a numerical comparison for height / length. Show children how to use nonstandard measures to be able to compare. Children to have a go at measuring the height / length using resources. Discuss the fact that resources need to be uniform in size. Can children measure their bean plant using cubes? Make comparisons and explain why? Measure other objects / furniture around the room using non standard measures and make comparisons?</p>		<p>previous weeks – pictures / objects / fingers. Recap counting back to find the answer when subtracting using practical resources. Extend this to fingers if appropriate. Can children subtract by counting back using resources? Using their fingers? Work with numbers to 10? Work with numbers beyond 10?</p>	
<p>Summer 2</p>	<p>Tally charts Introduce the children to the concept of keeping a tally to find out how many. Create a class tally chart showing favourite colour. Model the tally and the 'closing the door' for 5. Children to complete a tally chart by asking their peers about favourite fruits. Children to interpret tally chart.</p>	<p>Days of the week and timings Introduce the children to the days of the week using the 'days of the week song' Practise ordering the days correctly. Which day comes before / after? If today is Monday what will it be in 3 days time? Discuss what happens in school on different days of the week. Discuss the children's daily routines – what</p>	<p>Money Introduce the children to money and the concept of using money to purchase something. Introduce 1p and 2p coins and discuss value. Introduce 5p and 10p coins. Use IWB to put amounts in a money bank – how much is there? Create specific amounts too Possible activities – sort coins for type, give</p>	<p>Weight Introduce the children to the concept of measuring weight and being able to make a direct comparison. Explore with the children how a balance works and the concept that not all big things are heavy and that small things are light. When things weigh the same the balance doesn't go up or down. Also explore how you can make comparisons</p>	<p>Symmetry Use butterflies to introduce the concept of symmetrical patterns. What makes a pattern symmetrical? Use butterfly picture / multi link to make a symmetrical pattern Children to use peg boards to make a symmetrical pattern one by one and then extend. Complete the symmetrical sheet / be</p>	<p>Symmetry Use butterflies to introduce the concept of symmetrical patterns. What makes a pattern symmetrical? Use butterfly picture / multi link to make a symmetrical pattern Children to use peg boards to make a symmetrical pattern one by one and then extend. Complete the symmetrical sheet / be</p>	



	<p>Can children complete a tally chart correctly? Interpret the data from a tally chart correctly?</p> <p>Repeating patterns Recap what a repeating pattern is and how we create a repeating pattern. Children to use a selection of fruit to create their own repeating patterns. Can children create an accurate repeating pattern?</p>	<p>do they do before, at, after school etc. Can events be sequenced correctly? Recap making o'clock and what happens at specific times of day.</p> <p>Activities - possibilities – Days of the week puzzle, sticking days of the week in order / which day comes next sheet, daily routine worksheet. Can children order the days of the week? Use the language associated with time correctly? Understand what they do at different times of the day?</p>	<p>an amount and can children calculate how much there is – 1p, 2p coins ext 5p and 10p. Children to explore creating amounts using 1p, 2p. 5p and 10p. Can children recognise coins? Sort coins? Calculate a specific amount to 10p? Create an amount to 10p at least?</p>	<p>using cubes. The cup weight 4 cubes, the pencil weighs 2 cubes. 4 is greater than 2 so the cup is heavier. (EXT if appropriate) Children to explore the balance making predictions about which item will be the heaviest / lightest, using the appropriate language and testing fairly. Can children make a prediction? Use the balance appropriately? Use language correctly?</p> <p>Capacity With see-through containers use beads/coloured water/pasta to introduce capacities (full/empty/half full/nearly empty). Encourage the children to fill containers to given amounts. Ask children to describe how full the container is using the appropriate language. Can children fill the containers to the given amount? Describe how full the container is?</p>	<p>given a full pattern to make symmetrical Can children create a pattern which is symmetrical?</p>	<p>given a full pattern to make symmetrical Can children create a pattern which is symmetrical?</p>	
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