

## Reception Long Term Plan

<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Number and pattern: matching AB patterns	Number and pattern: Composition of number including part/whole model	Number and pattern: Subtraction
Number and pattern: sorting ABAB patterns	Number and pattern: subitising to 6 developing speed	Number and pattern: composition of number
Numbers and pattern: Subitising to 5	Number and pattern: addition to ten using tens frames	Number and pattern counting and ordering
Shape space and measure: comparing and ordering	Number and pattern: comparing quantities	Space shape and measure: Comparing length and height.
Space shape and measure: comparing size	Number and pattern: Number bonds within 10	Shape space and measure: comparing capacity
Number and pattern: counting to 5 cardinality and composition	Shape space and measure: 3D shapes	Number and pattern: Problem solving
Number and pattern: counting and ordering to 5	Number and pattern: counting and ordering to 10 including ordinal numbers	Space shape and measure: comparing quantities and measures.
Space shape and measure – 2D shape.	Space shape and measure: Language of time.	Number and pattern: Addition

# Reception Maths Overview

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> <li>• Reception baseline</li> <li>• 2D shape – naming and describing</li> <li>• Identifying patterns in the environment</li> <li>• Making repeating patterns</li> <li>• Finding matching pairs</li> <li>• Cardinality of numbers 1 – 5</li> <li>• Subitising numbers 1 – 5.</li> <li>• Counting, ordering and reading numbers 1-5.</li> <li>• Counting forwards and backwards to 5.</li> <li>• Touch counting and reinforcing 1:1 correspondence.</li> <li>• Looking at composition by finding numbers hiding within other numbers to 5.</li> <li>• One more and one less than a given number to 5.</li> <li>• develop counting skills and knowledge, including: 1:1 correspondence;</li> </ul>	<ul style="list-style-type: none"> <li>• Subitising numbers to 6</li> <li>• Exploring numbers 6,7,8 through pattern, time and money</li> <li>• Cardinality of numbers 6, 7, 8</li> <li>• Counting forwards and backwards to 10</li> <li>• Exploring the composition of numbers 5, 6, 7, 8 by identifying number bonds that make up these numbers</li> <li>• One more and one less than a given number to 10</li> <li>• Playing subitising games counting with fast eyes no touch counting.</li> <li>• Using the language of more than and less than</li> <li>• Finding different ways of representing numbers on our fingers</li> <li>• compare sets of objects by matching</li> <li>• understanding that anything can be counted, including actions and sounds</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to develop the language of ‘whole’ and ‘parts’.</li> <li>• Language of time: Days of the week, seasons and understanding the passing of time in their day</li> <li>• Counting, ordering and recognising 9, 10.</li> <li>• Finding different ways of adding 2 numbers less than 5 using our fingers</li> <li>• Exploring the composition of 9 and 10 by identifying number bonds</li> <li>• Systematically learning number bonds to 10 using a tens frame</li> <li>• Simple addition within 10 using objects and the tens frame.</li> <li>• continue to develop their understanding of the counting sequence and link cardinality and ordinality to a staircase pattern</li> <li>• Using money in practical situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on equal and unequal groups</li> <li>• sort odd and even numbers according to their ‘shape’</li> <li>• understanding what is a half of a whole one and what is not a half.</li> <li>• join in with verbal counts up to 20, hearing and learning the teen numbers</li> <li>• Counting teen numbers 11 - 15 understanding that 11 is a ten and one more</li> <li>• Using equipment and representations showing that all teen numbers are ten and some more.</li> <li>• Continue playing subitising games to reinforce that numbers are made up of other numbers</li> <li>• Begin to use the language of 3D shape begin to develop the language of ‘whole’ when talking about objects which have parts</li> </ul>	<ul style="list-style-type: none"> <li>• Simple subtraction using objects then counters and tens frames</li> <li>• Join in with verbal counts beyond 20, hearing and learning the pattern of the number system</li> <li>• Counting teen numbers 15 - 20 understanding that 20 is 2 tens</li> <li>• Using equipment and representations showing that all teen numbers are ten and some more</li> <li>• Introduce division through sharing in role play activities</li> <li>• Introduce the rekenrek and its structure of 5’s</li> <li>• Simple addition and subtraction using the rekenrek</li> <li>• Problem solving using a simple bar model concept</li> <li>• Composition of number and number bond recall</li> <li>• Exploring the language of height</li> </ul>	<ul style="list-style-type: none"> <li>• Join in with verbal counts beyond 20, hearing and learning the pattern of the number system</li> <li>• Counting on from a given number between 1 and 20</li> <li>• Counting forwards and backwards to 20</li> <li>• Maths No Problem transition lessons to year 1.</li> <li>• Counting objects and pictures to ten</li> <li>• Writing numbers to 10</li> <li>• Comparing numbers to 10</li> <li>• Ordering numbers to 10.</li> <li>• Exploring the language of height</li> <li>• Exploring the language of capacity</li> </ul>

