
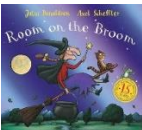

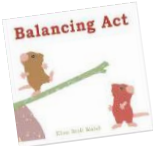

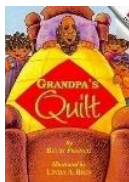

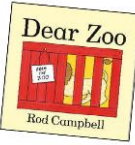

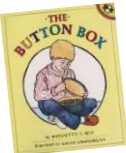
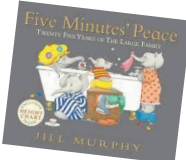
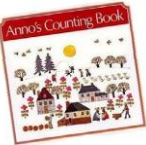
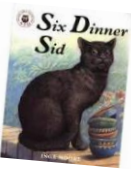


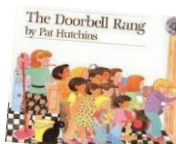

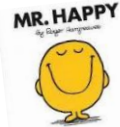



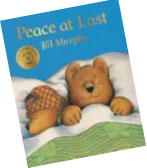
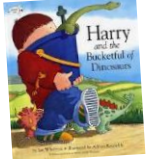

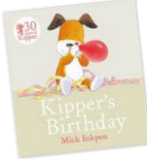


| Weeks | Autumn   | Spring   | Summer  |
|-------|--|--|---|
| 1     | <p><b>Getting to Know You</b><br/>Opportunities for settling in, introducing the areas of provision and getting to know the children.</p> <p>Key times of the day, class routines. Exploring the continuous provision inside and out.</p> <p>Where do things belong? Positional language.</p>  | <p><b>Alive in 5!</b></p> <ul style="list-style-type: none"> <li>Introducing zero</li> <li>Comparing numbers to 5</li> <li>Composition of 4 and 5</li> <li>Compare mass (2)</li> <li>Compare capacity (2)</li> </ul> <p><b>Key texts:</b></p>     | <p><b>First Then Now</b></p> <ul style="list-style-type: none"> <li>Consolidating key skills: subitising, counting, composition, sorting and matching, comparing and ordering</li> <li>Adding more</li> <li>Taking away</li> <li>Spatial reasoning (2)</li> </ul> <p><b>Key texts:</b></p>                                       |
| 2     |  |  |   |
| 3     |  |  |   |
| 4     | <p><b>Just Like me!</b></p> <ul style="list-style-type: none"> <li>Match</li> <li>Sort</li> <li>Compare amounts</li> <li>Compare size, mass &amp; capacity</li> <li>Make simple patterns</li> </ul> <p><b>Key Texts:</b></p>    | <p><b>Growing 6, 7, 8</b></p> <ul style="list-style-type: none"> <li>6, 7 and 8</li> <li>Making pairs</li> <li>Combining 2 groups</li> <li>Length and height</li> <li>Time</li> </ul> <p><b>Key texts:</b></p>                             | <p><b>Find My Pattern</b></p> <ul style="list-style-type: none"> <li>Consolidating key skills: subitising, counting, composition, sorting and matching, comparing and ordering</li> <li>Doubling</li> <li>Sharing and grouping</li> <li>Even and odd</li> <li>Spatial reasoning (3)</li> </ul> <p><b>Key texts:</b></p>    |
| 5     |  |  |   |
| 6     |  |  |   |
| 7     | <p><b>It's Me 1 2 3!</b></p>    | <p><b>Building 9 and 10</b></p> <ul style="list-style-type: none"> <li>9 and 10</li> <li>Comparing numbers to 10</li> <li>Bonds to 10</li> </ul>   | <p><b>To 20 and Beyond</b></p> <ul style="list-style-type: none"> <li>Consolidating key skills: subitising, counting, composition, sorting and matching, comparing and ordering</li> <li>Building numbers beyond 10</li> </ul>  |
| 8     |  |  |   |

# Maths Long Term Plan: Reception

|           |  |  |  |
|-----------|--|--|--|
| <p>9</p>  | <ul style="list-style-type: none"> <li>Representing 1 2 3</li> <li>Comparing 1 2 3</li> <li>Composition of 1 2 3</li> <li>Circles and triangles</li> <li>Spatial awareness</li> </ul> <p><b>Key Texts:</b></p>  | <ul style="list-style-type: none"> <li>3-D shape</li> <li>Pattern</li> </ul> <p><b>Key texts:</b></p>  | <ul style="list-style-type: none"> <li>Counting patterns beyond 10</li> <li>Spatial reasoning (1)</li> </ul> <p><b>Key texts:</b></p>   |
| <p>10</p> | <p><b>Light and Dark</b></p> <ul style="list-style-type: none"> <li>Four</li> <li>Five</li> <li>One more and one less</li> <li>Shapes with 4 sides</li> <li>Night and day</li> </ul>                            | <p style="text-align: center;"><b>Consolidation</b></p>  | <p><b>On The Move</b></p> <ul style="list-style-type: none"> <li>Consolidating key skills: subitising, counting, composition, sorting and matching, comparing and ordering</li> <li>Deepening understanding</li> <li>Patterns &amp; relationships</li> <li>Spatial reasoning (4)</li> </ul> <p><b>Key texts:</b></p>  |
| <p>11</p> | <p><b>Key Texts:</b></p>    |  |  |
| <p>12</p> |   |  |  |

# Maths Long Term Plan: Reception

## Statements covered across the year

ELG = Early Learning Goals

These year group statements are specific to our school to ensure solid foundations are built in order to allow successful progression across year groups (taken from our Trust Ready document). \*These statements show that children are achieving above and beyond in Reception

### Number: Place Value

- Verbally count beyond 20, recognising the pattern of the counting system. (ELG)
- **Pronounce teen numbers correctly – sixteen not sixty**
- **Count to/back in 1s from 20**
- **Display accurate 1:1 correspondence to 10 using concrete apparatus**
- Subitise (recognise quantities without counting) up to 5 (ELG)
- **Subitise to 10 (through use of [patterns such as numicon, ten frame, bar model])**
- **Count by rote in 2s forwards past 10**
- **Explore counting in twos, fives and tens through songs, nursery rhymes and stories**
- **Understand 1 more and 1 less for numbers to 10\***
- Explore and represent patterns with numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally (ELG)
- **Match numerals to quantity up to 10 (including numbers out of sequence)**
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity (ELG)
- **Understand and use the vocabulary more, most, greater than, fewer, less than and equals, the same as with quantities up to 10\***
- **Match numeral to quantity up to 10 (including numbers out of sequence)**
- **Recognise and read numbers to 10 – including when not in order and show that they understand the relationship between them**
- **Form the digits 0-10 accurately\***
- Have a deep understanding of number to 10, including the composition of each number (ELG)

### Number: Addition and Subtraction

- Automatically recall (without reference to rhymes, counting and other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts (ELG)
- **Use the vocabulary of addition and subtraction including comparison of quantities – altogether, add, total, plus, more than, take away, subtract, less than, fewer than, greater than, equals, the same as\***
- **Calculate addition bonds and subtraction facts to/within 10 using apparatus and/or number line if needed**
- **Know that = means it must balance or is worth the same as**
- **Solve addition and subtraction calculations when = is presented in different places (e.g.  $10=7+3$ )**
- **Know that addition and subtraction are related (inverse operations to 10)\***

### Geometry: Shape

- **Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can**
- **Name and describe common solid shapes including cube, cuboid. Use the language solid, face, edges**
- **Sort objects using two criterias e.g. sort solid shapes into straight edges and curved edges**
- **Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can**
- **Classify and sort objects according to a criteria and begin to sort objects using own criteria\***

### Measurement

- **Understand largest, most, smallest, least, fewest and number in between up to 20**
- **Order and compare up to 3 objects according to length, height, mass\***
- **Understand and use the vocabulary longer, taller, wider, shorter, narrower, heavier, lighter, deep, shallow**
- **Recognise the verbal abbreviation for ordinal numbers and relate this to date of own birthday, months of the year and finishing positions in a race**
- **Link ordinal numbers to months/days of the week**
- **Begin to use non-standard units to measure objects e.g. cubes, wooden planks, buckets, spoons**
- **Recognise and calculate using coins - 1p, 2p, 5p, 10p and 20p**
- **Become aware of language associated with time (long hand, short hand, hour, minutes, clock, watch)**

# Maths Long Term Plan: Reception

- **Make sensible estimates within 20 using subitising**

## **Number: Multiplication and Division**

- **Explore counting in twos, fives and tens through songs, nursery rhymes and stories**
- Explore and represent patterns within numbers up to 10, including evens and odds, doubles facts and how quantities can be distributed equally (ELG)
- **Instant recognition of odd and even numbers to 10 represented by structures e.g. dots, even numbers always have a partner/pairs**
- **Mentally, quickly recall all doubles to 5 and half of 2, 4, 6, 8 and 10\***
- **Know that doubling and halving are related (inverse operation)**

## **Geometry: Position and Direction**

- **Understand position through words e.g. "The bag is under the table."**  
Using the vocabulary of under, on top, next to, behind and in front
- **Create own repeating patterns**

- **Becoming aware of the analogue clock counting around the clock to 12 and recognise and read o'clock times**
- **Know which month/day comes before/after a given month/day**
- **Chant the months of the year by heart\***
- **Chant the days of the week**
- **Know there are 7 days in a week and which day comes before/after a given day**
- **Name the four seasons**