



Mathematics Medium Term Plan  
Reception

Spring Term 2022 First Half

Topics: Winter, Journeys and Traditional Tales

Week	Focus	Objectives	Cross curricular links	Tasks	SMSC	RRS
	<p><b>Ongoing Objectives</b></p> <p>Met through daily and incidental maths opportunities e.g. 5 minutes before/after register, lunch, in CIL, linked to everyday situations</p>	<ul style="list-style-type: none"> <li>Counts objects to 10, and to count beyond 10.</li> <li>Counts actions or objects which cannot be moved.</li> <li>Can describe their relative position such as '<i>behind</i>' or '<i>next to</i>'.</li> <li>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</li> <li>Uses everyday language related to time.</li> </ul>		<p>e.g.</p> <p>Numicon blue tacked on whiteboard/ tens frame blue tacked for daily register</p> <p>Abacus on IWB and actual one</p> <p>Espresso number songs and video clips</p> <p>Number sense flashcards</p> <p>100 square and number lines on classroom wall</p> <p>Clock and timers</p>	<p>Use of imagination and creativity in their learning</p> <p>To have a sense of enjoyment and fascination in learning about themselves, others and the world around them.</p>	<p><b>Article 2:</b> All children have rights</p> <p><b>Article 28:</b> I have the right to an education.</p> <p><b>Article 29:</b> My education should help me become the best I can be.</p> <p><b>Article 31:</b> We have the right to relax, play and join in a wide range of cultural and</p>

1	<b>Number</b>	<ul style="list-style-type: none"> <li>To explore different ways of making 5</li> </ul>	<p>Week 1 Literacy Holiday News</p> <p>(Maths not linked to Literacy this week)</p>	<p>Bonds to 10 Problem solving with numicon (finding ways to make 10) Recording Counting and writing numbers</p>	Use of imagination and creativity in their learning	<p>artistic activities.</p> <p><b>Article 12:</b> I have the right to be listened to, and taken seriously.</p>
2	<b>Number Addition</b>	<ul style="list-style-type: none"> <li>To find total of two numbers to 10 and LA to 5</li> <li>To verbally count past 20</li> </ul>	<p>Week 2 &amp; 3 Literacy Penguins/ Emperor's Egg book</p>	<p>Adding using numicon/ objects Count past 20 on hundred square to show the pattern of numbers</p>	Use of imagination and creativity in their learning	
3	<b>Number Subtraction</b>	<ul style="list-style-type: none"> <li>In practical activities to begin to use vocab involved in addition/subtraction</li> <li>To subtract 2 single digit numbers.</li> </ul>		<p>Penguin tens frame style for take away with recording</p>	Use of imagination and creativity in their learning	
4	<b>Shape and space</b>	<ul style="list-style-type: none"> <li>Orders two items by capacity.</li> </ul>	<p>Weeks 4-5 Hot chocolate</p>	Comparing capacity in sand and water tray	To have a sense of	

		<ul style="list-style-type: none"> <li>To use everyday language to talk about size (capacity)</li> </ul>	instructions in Literacy	<p>Hot chocolate measuring videos in Espresso</p> <p>Ordering containers by the amount they hold</p> <p>Vocab: Full, empty, nearly full, nearly empty, half full/empty</p>	<p>enjoyment and fascination in learning about themselves, others and the world around them.</p>
5	Shape and space	<ul style="list-style-type: none"> <li>To use familiar objects and common shapes to create and recreate patterns</li> <li>To use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</li> </ul>		<p>Pattern making with shapes/colours/objects</p> <p>Printing sponges/shapes</p> <p>Problem: What 2D shapes do 3D shapes when we print with them?</p> <p>CIL: Magnetic shapes for building 3D shapes, Plastic and wooden 3D shapes, Videos and clips on espresso</p>	<p>To have a sense of enjoyment and fascination in learning about themselves, others and the world around them.</p>
6	Number	<ul style="list-style-type: none"> <li>To understand odd and even numbers</li> </ul>	Week 6 Rosie's Walk	<p>Using socks show how when there is one left out – it is an odd number.</p> <p>Understand odd and even in numicon and by pairing objects</p> <p>Have a number, make that number and then pair to see if odd or even.</p>	<p>To have a sense of enjoyment and fascination in learning about themselves, others and the world around them.</p>

- NB: If it snows: Ice/Water investigations will involve measuring capacity, time, and beginning to identify own mathematical problems based on own interests and fascinations.**

**Topics: Journeys & Spring**

Week	Focus	Objectives	Tasks	Resources	SMSC	RRS
	<p><b>Ongoing Objectives</b></p> <p>Met through daily and incidental maths opportunities e.g. 5 minutes before/after register, lunch, in CIL, linked to everyday situations</p>	<ul style="list-style-type: none"> <li>Counts objects to 20, and beginning to count beyond.</li> <li>Counting on and back from given number</li> <li>Counts actions or objects which cannot be moved.</li> <li>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</li> <li>Uses everyday language related to time.</li> <li>Odd/even numbers</li> <li>Solid understanding of the composition of numbers to 10</li> </ul>		<p>e.g.</p> <p>Numicon blue tacked on whiteboard</p> <p>Abacus on IWB and actual one</p> <p>Espresso number songs and video clips</p> <p>Number sense flashcards</p> <p>100 square and number lines on classroom wall</p> <p>Clock and timers</p> <p>Number bond songs</p> <p>Shape games with 2D and 3D shapes</p>	<p>Use of imagination and creativity in their learning</p> <p>To have a sense of enjoyment and fascination in learning about themselves, others and the world around them.</p>	<p><b>Article 2:</b> All children have rights</p> <p><b>Article 28:</b> I have the right to an education.</p> <p><b>Article 31:</b> We have the right to relax, play and join in a wide range of cultural and artistic activities.</p> <p><b>Article 12:</b> I have the right to be listened to, and taken seriously.</p>
1	<p><b>Comparing amounts</b></p>	<p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity</p>	<p>Week 1 (and last week of half term)-Rosie's walk</p>	<p>Rosie's Walk</p> <p>Make nests with eggs with different amounts and compare and say which is more and which is less. CIL: make different amounts and say which is more or less</p>	<p>Use of imagination and creativity in their learning</p>	
2	<p><b>Number Addition</b></p>	<ul style="list-style-type: none"> <li>In practical activities to begin to use vocab</li> </ul>	<p>Week 2-3 Literacy The train ride</p>	<p>Word problems linked to trains/train rides to solve using objects</p>	<p>Use of imagination and creativity in their</p>	



	<p><b>Order and sequence familiar events</b></p> <p><b>Use time related language</b></p>	<p>sequence familiar events/daily routine</p> <ul style="list-style-type: none"> <li>To use time related language e.g. yesterday, today, tomorrow, in the morning, lunchtime, afternoon, evening, night time, day time</li> </ul>	<p>Week 6 Literacy-Gingerbread instructions</p>	<p>of gingerbread man, with 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, labelling</p> <p>Links to instruction writing</p>	<p>enjoyment and fascination in learning about themselves, others and the world around them.</p>	
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- NB: If it snows: Ice/Water investigations will involve measuring capacity, time, and beginning to identify own mathematical problems based on own interests and fascinations.**

#### 40-60 statements

- Recognises some numerals of personal significance.
- Recognises numerals 1 to 5.
- Counts up to three or four objects by saying one number name for each item.
- Counts actions or objects which cannot be moved.
- Counts objects to 10, and beginning to count beyond 10.
- Counts out up to six objects from a larger group.
- Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.
- Counts an irregular arrangement of up to ten objects.
- Estimates how many objects they can see and checks by counting them.
- Uses the language of 'more' and 'fewer' to compare two sets of objects.
- Finds the total number of items in two groups by counting all of them.
- Says the number that is one more than a given number.
- Finds one more or one less from a group of up to five objects, then ten objects.
- In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.
- Records, using marks that they can interpret and explain.

16. Begins to identify own mathematical problems based on own interests and fascinations.
17. Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.
18. Selects a particular named shape.
19. Can describe their relative position such as '*behind*' or '*next to*'.
20. Orders two or three items by length or height.
21. Orders two items by weight or capacity.
22. Uses familiar objects and common shapes to create and recreate patterns and build models.
23. Uses everyday language related to time.
24. Beginning to use everyday language related to money.
25. Orders and sequences familiar events.
26. Measures short periods of time in simple ways.

### **The New Framework Expectations from September 2021**

**Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built.**

**In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.**

**ELG: Number Children at the expected level of development will: - Have a deep understanding of number to 10, including the composition of each number; 14 - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. ELG: Numerical Patterns Children at the expected level of development will: - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.**