Chater Infant School

Mathematics Medium Term Plan
Reception

Summer Term 2022 First Half

Topics: Growing, Food and Human Body 40-60m/ELG Objectives

Week (Literacy focus)	Focus	Objectives	Tasks	Resources	SMSC	RRS
	Ongoing Objectives Met through daily and incidental maths opportunities e.g. 5 minutes before/after register, lunch, in CIL, linked to everyday situations	**FOCUS on** • **Counting on and back to find the answer** • **Estimating then counting to check** • **One more and one less** • **Which number comes before this, what number comes next?** • **Which set has more/less/fewer/most/least?** • Counts objects, rote counting, counting actions or objects which cannot be moved. • Can describe their		e.g. Pompom jar for estimating Number flashcards Numicon blue tacked on whiteboard Abacus on IWB and actual one Espresso number songs and video clips Number sense flashcards 100 square and	Use of imagination and creativity in their learning To have a sense of enjoyment and fascination in learning about themselves, others and the world around them.	**Article 28:** We have a right to learn and to go school

		• To use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. • To use everyday language related to time: days/months/time of day	relative position such as '*behind*' or '*next to*'.		number lines on classroom wall Clock and timers 2D and 3D shapes		
1 **(3 day week only)** **Recount**	**Shape and Space** **Money**	• To use everyday language to talk about money and use to compare and to solve problems. • Sequencing/ordering-amounts of money/prices	Use money to buy items from the shop. Have items that can be bought. Ongoing: 3D/2D shapes and properties	Introduce the coins Using coins to pay for items Making the same amount from different coins (addition)	To have a sense of enjoyment and fascination in learning about themselves, others and the world around them.	**Article 28:** We have a right to learn and to go school
2 **Little Red Hen**	**Shape and Space** **Money**		Make the same amount using different coins.			**Article 28:** We have a right to learn and to go school
3 **(As week 2)**	**Shape and space** **Shape names & patterns**	• To use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. • Uses familiar objects and common shapes to create and recreate patterns and build models (CIL)	Go on a 3D shape walk and find 3D shapes. Start using the vocabulary with 3D shapes.	Plastic and wooden 3D shapes Videos and clips on espresso 3D shape hunt in school using digital cameras? Use shape vocab-face, corner, edge, side, solid, flat	To have a sense of enjoyment and fascination in learning about themselves, others and the world around them.	**Article 28:** We have a right to learn and to go school

		To explore characteristics of everyday objects and shapes and use mathematical language to describe them.		Solve a problem "Are there more cubes or spheres in our school?" Go on a shape hunt, record what we find in a chart?		
4 **Instructional writing-Pizza**	**Number** **Sharing**	• To solve problems involving sharing, ~~halving and doubling~~	Use the fruits and cut them in half. Show what half looks like.	Making and sharing sandwiches and drinks Equal parts Playdough shapes to cut into equal parts	To have a sense of enjoyment and fascination in learning about themselves, others and the world around them.	**Article 28:** We have a right to learn and to go school
5 **(As week 4)**	**Number** **Takeaway**	• In practical activities to begin to use vocab involved in subtraction. • To record using marks they can explain. • To subtract 2 single digit numbers. To solve problems "how many left?" • Counting back to find the answer	Stories read this term such as The Little Red Hen. The hen had 6 seeds, she lost 2, how many left?	Real life objects e.g. seeds to count, take away and draw to solve the problems Counting back on a number line.	Use of imagination and creativity in their learning	**Article 28:** We have a right to learn and to go school
6	**Measures** **Length and height**	• Orders two or three items by length or height, weight, capacity	Use cubes to measure different items and write how	Everyday objects to use to measure with e.g. how many hands/feet	To have a sense of enjoyment and fascination in	**Article 28:** We have a right to learn and to

		• To use everyday language to talk about size (length/height/capacity/weight)	many cubes long the item is. Compare and order the items.	long is something, how many cubes long is it?	learning about themselves, others and the world around them.	go school
7	**Measures** **Problem-solving Capacity**	• To solve simple solve problems involving measures	Using a small container, fill larger containers. Predict how many cups it will be and then check.	A measures problem to solve How many cups will it take to fill each container	To have a sense of enjoyment and fascination in learning about themselves, others and the world around them.	**Article 28:** We have a right to learn and to go school
Summer 2 Week 1	**Number** **Subtraction**	• To write digits to 20 • To count back from a given number	Make a number track and write the digits to 0-20. Encourage counting on and back using the track. Do lots of counting using the track on the carpet. Make links to Literacy story	Make a number track game Play number track games Counting forward and back on a track	Use of imagination and creativity in their learning	**Article 28:** We have a right to learn and to go school
Week 2	**Number** **Addition**	• To add 2 single digit numbers together	Make up lots of different stories to do with adding. Children also make up stories. Introduce the symbol. Use the numicon to help work out the answers. Encourage counting on from the larger number.	Number bonds to 10 song Numicon games	Use of imagination and creativity in their learning	**Article 28:** We have a right to learn and to go school

Week 3	**Number** **Problem solving**	• To solve simple problems involving addition and subtraction	Make up lots of different stories to do with adding and taking away. Children also make up stories. Introduce the symbols. Maths linked to a book	Use the book "1 is a snail" to solve problems involving addition and subtraction Animal pictures Plasticine animals with cotton bud legs/Clay animals to support counting Drawing to solve problems	To have a sense of enjoyment and fascination in learning about themselves, others and the world around them.	**Article 28:** We have a right to learn and to go school
Week 4 The Tiger Who Came to Tea	**Shape and Space** **Patterns**	• To recognise, continue, make and describe patterns	Have different patterns and children complete the pattern and create their own ones. Use links, pegs etc.	Pattern making materials-e.g. loose parts, plastic fruits, coloured pegs etc	To have a sense of enjoyment and fascination in learning about themselves, others and the world around them.	**Article 28:** We have a right to learn and to go school
Week 5 (As wk 6) Recap any areas children are finding challenging.	Number – one more/ one less	• To find one more/one less than a given number • Use the language of more and fewer to compare two groups • Re-cap odd/even numbers • Re-cap doubling/halving	Roll a dice and find one more and one less than the number. Use objects to make the amounts first. During carpet sessions look at two groups and compare which group has more/greater and which has less/fewer. Use the vocabulary.			

40-60m Objectives

Number

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

Shape, Space and Measures
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.

Mathematics Number ELG Children at the expected level of development will: - Have a deep understanding of number to 10, including the composition of each number; - 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. Numerical Patterns ELG Children at the expected level of development will: 12 - 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