







Mathematics			Reception		
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
					
All About Me	Celebrations	Traditional Tales	Growth and Change	Animals	Fantasy and Make Believe
<ul style="list-style-type: none"> -Opportunities for children to demonstrate counting skills with numbers 1-20 and beyond by counting a range of items. -Opportunities for chn to apply counting skills in role play. -Opportunities for chn to recognise numerals of significance and 1-20 -Encourage chn to record their ideas in different ways. - Opportunities to develop everyday language related to money. - Opportunities to order and sequence familiar events. 	<ul style="list-style-type: none"> - Opportunities for children to sequence familiar events (celebrations). - Opportunities for children to use everyday language related to pattern and position during inputs and in role play. - Opportunities to embedded counting 1-20 and numeral recognition skills understanding 'more' and 'less'. 	<ul style="list-style-type: none"> - Opportunities for children to continue practising addition and subtraction. - Opportunities for children to talk about size, weight and capacity through the core text. 	<ul style="list-style-type: none"> - Opportunities for children to develop our mathematical skills by learning about sharing, doubling and halving. - Continued opportunities for number recognition and formation, addition, subtraction, estimation and problem solving. 	<ul style="list-style-type: none"> - Opportunities to develop problem solving skills, through word problems, number bonds, doubling, sharing and halving. - Continued opportunities to practise measure, such as length, height, weight and capacity. 	<ul style="list-style-type: none"> - Opportunities for children to work on number bonds by splitting fantasy characters between castles in as many ways as they can. - Opportunities to problem solve using amounts of sea creatures and word problems.