




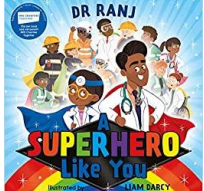


Mathematics			Reception		
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
					
<p>All About Me</p> <ul style="list-style-type: none"> Through number songs and rhymes, children will learn to count to 10 (and beyond) and back from 10 to 0. Children will go on number hunts in the indoor and outdoor provision to develop their number recognition. Children will have a wide range of counting experiences to develop their awareness that objects, actions and sounds can be counted. For example, counting our jumps and claps, counting elephants, counting leaves outside etc. Children will be increasingly confident in ordering numbers from 0 to 20 through games and independent provision activities. During out learning on 2D shapes, children will solidify their knowledge of shape names and features. They will use new vocabulary to describe 2D shapes considering how many sides and corners each shape has. With a variety of opportunities to use different shapes to build, children will gain experiences of selecting, rotating and manipulate shapes to 	<p>Celebrations</p> <ul style="list-style-type: none"> Opportunities for children to develop their understanding of patterns through Rangoli Patterns. The children will understand what a pattern is, where they are in the environment and different ways to make patterns using natural resources. Children will continue and develop their own ABAB and ABCABC patterns, while recognising and correcting the mistakes in other patterns. Through adult modelling and carpet sessions, children will embed counting from 1-20 and numeral recognition skills, understanding 'more' and 'less'. Children will develop an understanding of consecutive numbers being one more or one less through maths songs and games. Children will use resources to develop an understanding of addition and subtraction. They will continue their skills of counting out groups and gain an understanding that addition means putting those two groups together. They will understand that subtraction means to take 	<p>Traditional Tales</p> <ul style="list-style-type: none"> Using objects relevant to the core text, children will have the opportunity to measure, compare length and solve problems involving height and length. They will develop their understanding of key terms – tall, taller, tallest, short, shorter, shortest. Children will measure using non-standard measures, e.g. hands, lollipop sticks or books. Through starters in carpet sessions, children will begin to conceptually subitise larger numbers using dice and pictures. This will be consolidated in independent provision. Through songs, games and activities, children have the opportunity to practice recalling number bonds 0-10, considering adding and subtracting to develop a deeper understanding of number. Children will be taught how to solve real life problems in Maths using events from the core texts. During carpet sessions and in provision, children will practise forming number sentences to consolidate 	<p>Animals</p> <ul style="list-style-type: none"> In carpet sessions, the children will extend their understanding of number by recalling with more speed and consolidating knowledge of number bonds to 10. In provision, the children will use numbered eggs to match together quantities totalling 10. A focus on doubling and halving facts will help the children understand the composition of numbers, through the cross-curricular link of ladybirds and their spots to tie in with our theme. Using real-life contexts, the children will compare quantities by sharing food out fairly between animals. Children will continue to develop their language in mathematics – e.g. more than, less than, the same, equals, greater. Throughout our starters, the children will use dice, visuals, counters and other real-life objects to subitise quantities up to 5 and then pushing further to 10. Children will begin to develop their understanding of odd and even numbers and opportunities to identify 	<p>Growth and Change</p> <ul style="list-style-type: none"> In carpet sessions, the children will revisit their learning on addition to consolidate their understanding of number bonds and the composition of numbers to 10. Children will be introduced to missing number problems to extend their understanding of number composition and problem solving opportunities. Through songs and games, children will further consolidate their recall of number bonds to 10. In provision, the children will use ten frames and counters to solve simple addition sentences and those with missing numbers. A focus on subtraction will further help the children understand the composition of numbers up to and past 10. Using real-life contexts linked to our theme and learning about Ramadan, children will begin to develop their reasoning and problem solving skills. Children will continue to develop their language and vocabulary understanding 	<p>People who Help Us</p> <ul style="list-style-type: none"> Children will continue to develop their knowledge and automatic recall of number bonds with an emphasis on subtraction facts. Some children will begin to learn to count 2 times tables. Children will link addition and subtraction facts, for example knowing that 10-2 is 8 because 8+2 is 10. Children will be exposed to real-life problem solving opportunities whereby they can use their knowledge to solve number bond and other addition and subtraction questions. Moreover, children will play tennis racket counting whereby they will call out the matching number bond to make a given number. Children will use Hit the Button and other online games to help develop their automatic recall. Children will explore the patterns of the number system by playing missing number and spot the mistake games. They will use cubes and other physical resources to make 10 and 1, 10 and 2,

Individually Strong, Collectively Stronger!



<p>desired effect. They will begin to see shapes within a larger shape.</p> <ul style="list-style-type: none"> • During inputs and play opportunities using shapes, children will be encouraged to recognise how shapes compose and decompose. • Through games, such as positional language and 'Where is? Game', children will be introduced to and gain experience of using positional language to inform the movements of themselves, others and objects. 	<p>away from a group and count what is left.</p> <ul style="list-style-type: none"> • Opportunities for children to develop their addition and number sentence writing skills, experimenting with their own marks and consolidating how to write numerals. • Opportunities for children to embed their positional language skills through Elf on the Shelf. • Children to begin to explore the composition of some numbers below 10. 	<p>their learning about number bonds to 10.</p> <ul style="list-style-type: none"> • Children will develop an understanding of number pairs and begin to see numbers as smaller parts, e.g. 6 could be 3 and 3. • Opportunities will be given for the children to begin to understand the difference between even and odd numbers. • Children will consolidate their knowledge of days in the week and months in the year. 	<p>and discuss patterns will be given. Numicon will be used to exemplify odd and even numbers using a concrete, visual reference.</p> <ul style="list-style-type: none"> • Opportunities for counting will continue to ensure that the children can count verbally beyond 20. • Positional language will be developed throughout provision and during tidy up time. This links with instruction comprehension and following instructions with two parts. • Opportunities for writing numerals will be given to the children. 	<p>in mathematics – e.g. more than, less than, the same, equals, greater.</p> <ul style="list-style-type: none"> • Throughout our starters, the children will use dice, visuals, counters and other real-life objects to subitise quantities up to 5 and then pushing further to 10. • Opportunities for counting will continue to ensure that the children can count verbally beyond 30. • Opportunities for writing numerals will be given to the children. 	<p>10 and 3 etc. to see the pattern in the counting system.</p> <ul style="list-style-type: none"> • Children will continue to practice subitising to 5 by being shown varying amounts of pictures and objects. • Some children will continue to practice their number recognition and counting with 1:1 correspondence.
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