







Mathematics			Reception		
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
					
<b>All About Me</b>	<b>Exploring Autumn/ Traditional Tales/ Sparkle and Shine</b>	<b>Before Me: Long Ago/ Stories and Rhymes</b>	<b>Growth: Ready, Steady, Grow/ Signs of Spring/ Easter</b>	<b>Animals: Big Wide World/ Creep, Crawl and Wriggle</b>	<b>Water: Shadows and Reflections/ On the Beach/ Moving on</b>
<ul style="list-style-type: none"> <li>Through number songs and rhymes, children will learn to count to 10 (and beyond) and back from 10 to 0.</li> <li>Children will go on number hunts in the indoor and outdoor provision to develop their number recognition.</li> <li>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.</li> <li>Children will be increasingly confident in ordering numbers from 0 to 20 through games and independent provision activities.</li> <li>During our 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.</li> <li>With a variety of opportunities to use different shapes to build, children will gain experiences of</li> </ul>	<ul style="list-style-type: none"> <li>To subitise 1, 2 and 3.</li> <li>To count objects and link numbers to their cardinal value.</li> <li>To know that the final number is the total quantity in the set.</li> <li>To identify and represent up to 3.</li> <li>To find one more than numbers up to 3.</li> <li>To find one less than numbers up to 3.</li> <li>To explore how to make numbers 1, 2 and 3.</li> <li>To use mathematical names for 2D shapes and begin to describe properties.</li> <li>To identify circles and triangles in the environment.</li> <li>To use and understand language that describes where an object is.</li> <li>To subitise 1, 2, 3, 4 and 5.</li> <li>To identify and represent up to 5.</li> <li>To find one more than numbers up to 5.</li> <li>To find one less than numbers up to 5.</li> <li>To explore how to make numbers 1-5.</li> <li>To use mathematical names for 2D four-sided shapes and</li> </ul>	<ul style="list-style-type: none"> <li>To use simple timers to measure periods of time.</li> <li>To use language in their play, including heavy, light, heavier, lighter, long, short, longer, shorter, tall, taller, full and empty.</li> <li>To compare quantities and objects to solve problems.</li> <li>To count objects, actions and sounds, up to 10 forwards and backwards, beginning at zero, one or any given number and link numerals with its cardinal number value.</li> <li>To identify and represent up to five objects, without counting, using concrete objects and pictorial representation.</li> <li>To link the number symbol with its cardinal number value.</li> <li>To find one more than numbers to 10.</li> <li>To find one less than numbers to 10.</li> <li>To explore the composition of numbers to 10 and compare them.</li> <li>To compare and order the weight of items and use and the language: heavy,</li> </ul>	<ul style="list-style-type: none"> <li>To record data in simple tables, pictograms or block charts.</li> <li>To compare and order the length and height of two to three objects and use and understand the language tall, taller, tallest, long, longer, longest, short, shorter and shortest.</li> <li>To know the order of the days of the week.</li> <li>To use simple timers to measure periods of time.</li> <li>To order and sequence familiar events, such as everyday routines.</li> <li>To count objects, actions, and sounds, up to 10 forwards and backwards, beginning at zero, one or any given number and link numerals with its cardinal number value.</li> <li>To identify and represent up to five objects, without counting, using concrete objects and pictorial representation.</li> <li>To find one more or one less than numbers to 10.</li> <li>To explore the composition of numbers to 10 and compare numbers.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Children will be introduced to missing number problems to extend their understanding of number composition and problem solving opportunities.</li> <li>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.</li> <li>A focus on subtraction will further help the children understand the composition of numbers up to and past 10.</li> <li>Using real-life contexts linked to our theme and learning about Ramadan, children will begin to develop their reasoning and problem solving skills.</li> </ul>	<ul style="list-style-type: none"> <li>Children will continue to develop their knowledge and automatic recall of number bonds with an emphasis on subtraction facts.</li> <li>Some children will begin to learn to count 2 times tables.</li> <li>Children will link addition and subtraction facts, for example knowing that 10-2 is 8 because 8+2 is 10.</li> <li>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.</li> <li>Moreover, children will play tennis racket counting whereby they will call out the matching number bond to make a given number.</li> <li>Children will use Hit the Button and other online games to help develop their automatic recall.</li> <li>Children will explore the patterns of the number system by playing missing number and spot the mistake games.</li> </ul>

<p>selecting, rotating and manipulate shapes to desired effect. They will begin to see shapes within a larger shape.</p> <ul style="list-style-type: none"> <li>• During inputs and play opportunities using shapes, children will be encouraged to recognise how shapes compose and decompose.</li> <li>• 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.</li> </ul>	<p>begin to describe their properties.</p> <ul style="list-style-type: none"> <li>• To combine squares and rectangles to make four sided shapes.</li> <li>• To identify 2D shapes in the environment.</li> <li>• To use and understand sequential language.</li> </ul>	<p>heavier, heaviest, light, lighter and lightest.</p> <ul style="list-style-type: none"> <li>• To compare and order the capacity of items in sand and water play and use and understand the language full and empty.</li> <li>• To find one more or one less than numbers to 10.</li> <li>• To explore odd and even numbers to 10.</li> <li>• To explore addition and subtraction with numbers to 10, using concrete objects, pictorial representations and number lines.</li> <li>• To understand language and concepts relating to + and -.</li> <li>• To double quantities within 10 and explore how to share amounts evenly using concrete resources.</li> </ul>	<ul style="list-style-type: none"> <li>• To recall number bonds to five and explore the different ways that groups of six–10 objects can be represented.</li> <li>• To know double quantities within 10 and explore how to share amounts evenly using concrete resources to find a double.</li> <li>• To explore odd and even numbers to 10.</li> <li>• To use mathematical names for common 2D and 3D shapes and use 2D and 3D shapes in their play.</li> </ul>	<ul style="list-style-type: none"> <li>• Children will continue to develop their language and vocabulary understanding in mathematics – e.g. more than, less than, the same, equals, greater.</li> <li>• 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.</li> <li>• Opportunities for counting will continue to ensure that the children can count verbally beyond 30.</li> <li>• Opportunities for writing numerals will be given to the children.</li> </ul>	<ul style="list-style-type: none"> <li>• They will use cubes and other physical resources to make 10 and 1, 10 and 2, 10 and 3 etc. to see the pattern in the counting system.</li> <li>• Children will continue to practice subitising to 5 by being shown varying amounts of pictures and objects.</li> <li>• Some children will continue to practice their number recognition and counting with 1:1 correspondence.</li> </ul>
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