

Reception Maths Medium Term Plan - Summer

Week	Topic	Objectives	EYFS Development Matters
1	Counting	Recite numbers to 100 Count in 1s and 10s to 100 Estimate from a given choice or range, e.g. 10, 20 or 100	Numbers Counts actions or objects which cannot be moved. Counts objects to 10, and beginning to count beyond 10. Counts up to three or four objects by saying one number name for each item. 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. Counts reliably with numbers from one to 20, places them in order and says which number is one more or one less than a given number.
2	Counting Addition	Add 1, 2 or 3 to any number to 10 by counting on.	Numbers 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. Selects the correct numeral to represent 1 to 5, then 1 to 10 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, is beginning to use the vocabulary involved in adding and subtracting. Records, using marks that they can interpret and explain. Counts reliably with numbers from one to 20, places them in order and says which number is one more or one less than a given number. Using quantities and objects, adds and subtracts two single-digit numbers and counts on or back to find the answer.

Week	Topic	Objectives	EYFS Development Matters
3	2D Shape Data handling	Sort irregular shapes according to number of corners/sides. Sort objects using criteria such as colour, curved, number of corners, etc. Sort objects using their own criteria.	<p>Shape, Space and Measure Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape. Recognises, creates and describes patterns. Explores characteristics of everyday objects and shapes and uses mathematical language to describe them.</p>
4	Addition Subtraction	Pairs with a total of 6 or 7 - addition and subtraction. Doubles to double 5	<p>Numbers 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. Finds the total number of items in two groups by counting all of them. Finds one more or one less from a group of up to five objects, then ten objects. In practical activities and discussion, is beginning to use the vocabulary involved in adding and subtracting. Counts reliably with numbers from one to 20, places them in order and says which number is one more or one less than a given number. Using quantities and objects, adds and subtracts two single-digit numbers and counts on or back to find the answer. Solves problems, including doubling, halving and sharing.</p>
5	Pattern	Create and complete repeating patterns with two or three colours/shapes/objects/ actions. Count in 2s.	<p>Numbers Counts actions or objects which cannot be moved. Counts objects to 10, and beginning to count beyond 10. Says the number that is one more than a given number. In practical activities and discussion, is beginning to use the vocabulary involved in adding and subtracting. Counts reliably with numbers from one to 20, places them in order and says which number is one more or one less than a given number. Solves problems, including doubling, halving and sharing.</p> <p>Shape, Space and Measure Uses familiar objects and common shapes to create and recreate patterns and build models. Is beginning to use everyday language related to money. Orders and sequences familiar events. Uses everyday language to talk about size, weight, capacity, position, distance, time and money to solve problems. Recognises, creates and describes patterns.</p>

Week	Topic	Objectives	EYFS Development Matters
6	Addition Subtraction	Find 1 more/ 1 less. Subtract 2 by counting back.	<p>Numbers</p> <p>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. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. 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, is beginning to use the vocabulary involved in adding and subtracting. Counts reliably with numbers from one to 20, places them in order and says which number is one more or one less than a given number. Uses quantities and objects, adds and subtracts two single-digit numbers and counts on or back to find the answer.</p>
7	Counting	Count and record number of objects to 20 Count on or back 2 or 3	<p>Numbers</p> <p>Recognises some numerals of personal significance. Recognises numerals 1 to 5. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. 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, is beginning to use the vocabulary involved in adding and subtracting. Records, using marks that they can interpret and explain. Counts reliably with numbers from one to 20, places them in order and says which number is one more or one less than a given number. Using quantities and objects, adds and subtracts two single-digit numbers and counts on or back to find the answer. Solves problems, including doubling, halving and sharing.</p> <p>Shape, Space and Measure</p> <p>Beginning to use everyday language related to money. Uses everyday language to talk about size, weight, capacity, position, distance, time and money to solve problems.</p>
8	Measures (capacity)	Direct comparisons. More or less.	<p>Numbers</p> <p>Uses the language of 'more' and 'fewer' to compare two sets of objects. In practical activities and discussion, is beginning to use the vocabulary involved in adding and subtracting. Begins to identify own mathematical problems based on own interests and fascinations.</p> <p>Shape, Space and Measure</p> <p>Orders two or three items by length or height. Orders two items by weight or capacity. Uses everyday language to talk about size, weight, capacity, position, distance, time and money to solve problems. Explores characteristics of everyday objects and shapes and uses mathematical language to describe them.</p>

Week	Topic	Objectives	EYFS Development Matters
9	Counting and comparing numbers	Recite numbers to 100 Read numbers to 100 Fill in missing numbers in a track to 20	<p>Numbers</p> <p>Recognises numerals 1 to 5. Counts actions or objects which cannot be moved. Counts out up to six objects from a larger group. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Says the number that is one more than a given number. In practical activities and discussion, is beginning to use the vocabulary involved in adding and subtracting. Records, using marks that they can interpret and explain. Begins to identify own mathematical problems based on own interests and fascinations. Counts reliably with numbers from one to 20, places them in order and says which number is one more or one less than a given number. Using quantities and objects, adds and subtracts two single-digit numbers and counts on or back to find the answer.</p>
10	3D Shape Direction	Describe cube, cuboid, cylinder, sphere, cone and pyramid. Left and right. Follow directions.	<p>Numbers</p> <p>Says the number that is one more than a given number. Counts reliably with numbers from one to 20, places them in order and says which number is one more or one less than a given number.</p> <p>Shape, Space and Measure</p> <p>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape. Can describe their relative position such as 'behind' or 'next to'. Uses everyday language to talk about size, weight, capacity, position, distance, time and money to solve problems. Explores characteristics of everyday objects and shapes and uses mathematical language to describe them.</p>
11	Money	Recognise all coins. Very simple addition and subtraction problems involving money.	<p>Numbers</p> <p>Recognises numerals 1 to 5. Counts actions or objects which cannot be moved. Counts objects to 10, and beginning to count beyond 10. In practical activities and discussion, is beginning to use the vocabulary involved in adding and subtracting. Finds the total number of items in two groups by counting all of them. Begins to identify own mathematical problems based on own interests and fascinations. Counts reliably with numbers from one to 20, places them in order and says which number is one more or one less than a given number. Using quantities and objects, adds and subtracts two single-digit numbers and counts on or back to find the answer. Solves problems, including doubling, halving and sharing.</p> <p>Shape, Space and Measure</p> <p>Beginning to use everyday language related to money. Uses everyday language to talk about size, weight, capacity, position, distance, time and money to solve problems.</p>

Week	Topic	Objectives	EYFS Development Matters
12	Time	Days of the week. Count actions carried out in a minute (more than 20). 60 seconds in a minute. Activities done in 1 minute.	<p>Numbers</p> <p>Says the number that is one more than a given number.</p> <p>Finds one more or one less from a group of up to five objects, then ten objects.</p> <p>In practical activities and discussion, is beginning to use the vocabulary involved in adding and subtracting.</p> <p>Counts reliably with numbers from one to 20, places them in order and says which number is one more or one less than a given number.</p> <p>Using quantities and objects, adds and subtracts two single-digit numbers and counts on or back to find the answer.</p> <p>Shape, Space and Measure</p> <p>Uses everyday language related to time.</p> <p>Orders and sequences familiar events.</p> <p>Measures short periods of time in simple ways.</p> <p>Uses everyday language to talk about size, weight, capacity, position, distance, time and money to solve problems.</p>

Outcomes for Reception

Outcomes in bold are key skills

1. Recognise numerals 1-5 and some of personal significance; select the correct numeral to represent up to 10 objects.
2. **Count up to 5, then 10 objects, including in an irregular arrangement, match one-to-one; count actions, images, objects which cannot be moved.**
3. **Count out a set of up to 6 objects from a larger group.**
4. Estimate how many objects they can see and check by counting them.
5. **ELG: Count reliably using numbers 1 to 20 and place the numbers in order.**
6. Compare two numbers up to 20, and find numbers in between.
7. **ELG: Say the number after a given number up to 20.**
8. **ELG: Say the number before a given number up to 20.**
9. Use the language of 'greater' and 'less than' and 'more' and 'fewer' to compare two sets of objects.
10. Find the total number of items in two groups by counting all of them; begin to find the total by counting on from the larger number.
11. Find one more than a group of up to 5 objects and then up to 10 objects.
12. **In practical activities, perform additions and subtractions and use the appropriate and relevant vocabulary.**
13. **Use appropriate marks to record numbers and operations: begin to use +, -, and = to record additions and subtractions.**
14. ELG: Say the number one more than a given number up to 20.
15. ELG: Say the number one less than a given number up to 20.
16. ELG: Add numbers (<10) of objects, images and quantities, counting on to find the answer, including counting on along a number track or line.
17. ELG: Subtract one single digit number from another in the context of a practical activity, including counting back along a number track or line.
18. Identify and begin to solve mathematical problems in the context of their own activity or interest.
19. ELG: Solve problems including doubling and halving or sharing.
20. Explore 2D shapes, begin to use mathematical names for these 'flat' shapes; select a named shape: circle, square, rectangle, triangle.

21. Explore 3D shapes, begin to use mathematical names for 'solid' shapes; select a given named shape: sphere, cube, cuboid, pyramid, cone, cylinder.
- 22. Use familiar objects and common shapes to create and recreate patterns and build models.**
23. Order/sequence everyday events, begin to understand that we can tell the time; recognise analogue/digital o'clock times; measure short times in simple ways.
24. ELG: Use everyday language to compare and order two or three items by length or height.
25. ELG: Begin to measure using repeated uniform units, e.g. crayons or footprints.
26. ELG: Use everyday language to compare and order 2/3 items by weight or capacity.
27. ELG: Begin to measure using repeated uniform units, e.g. conkers or egg-cups.
28. ELG: Use everyday language to sequence events and to compare durations (e.g. after two sleeps, all afternoon); understand that we can measure time.
- 29. Recognise the common units of time (minutes, hours, days, weeks, months, years).**
30. ELG: Use everyday language to talk about money, to identify/describe coins; begin to understand that different coins have different values.
- 31. Exchange one coin for several of another and make small amounts.**
32. ELG: Recognise, create and describe patterns.
33. ELG: Explore characteristics of shapes and everyday objects and use mathematical language to describe them.
34. ELG Use everyday language to describe position and direction, e.g. 'behind', 'in front of', 'next to', 'underneath', 'on top of'.