



Maths Medium Term Plans

Reception -

'In the Foundation Stage at Bincombe Valley Primary we aim to provide a play-based learning environment where children are happy and engaged. We believe firm foundations lead to future success.'

In Reception the children have explicit maths sessions each day which will always involve counting and then a weekly focus - such as number, addition, or shape etc. As well as this there are maths resources available through continuous provision and mathematics and counting skills are encouraged to be used during transition times and daily routines.

Early Learning Goal	Have a deep understanding of number to 10, including composition of each number. Subitise up to five. Automatically recall number bonds to 5 and some to 10, including double facts.			
Long Term Plans	Key Aims	Mid Term Plans	Resources and Vocabulary	Assessment
AUTUMN	Counting in order accurately Know numbers 1-10 Match numbers to amounts	- Develop the key skills of counting objects including saying the numbers in order and matching one number name to each item. - To know numerals 1-10 and match them to amounts. - Join in and sings counting songs and number rhymes. - Listen to and enjoy stories or games that involve counting.	All concrete and visual resources are used to develop these objectives. Vocabulary: one, two, three, four, five, six seven, eight, nine, ten, How many?, I have, total, count, fingers, objects, toys, fruit, cars, bricks.	- Take pictures for evidence against objectives and stick into learning journals. - Talking to the children and making notes of conversations. - Use tapestry software for pictures for evidence.
SPRING	Know how to subitise amounts of items Know what doubling means Know what add and subtract means	- Look at small quantities in familiar patterns - for example a dice, fruit at snack time - and random arrangements and say how many they can see (subitise) - Use 10 frames and numicon to become familiar with the tens structure of the number system talking about how many spaces are filled or unfilled. - Link numerals to amounts confidently	All concrete and visual resources are used to develop these objectives. Vocabulary: one, two, three, four, five, six seven, eight, nine, ten, How many?, I have, total, count, fingers, objects, toys, fruit, cars, bricks, dice, 10 frame, filled, empty, double, 2 lots of, add, subtract, take away,	- Take pictures for evidence against objectives and stick into learning journals. - Talking to the children and making notes of conversations. - Use tapestry software for pictures for evidence.

		- To understand that doubling is '2 lots of' - To understand the concepts of addition and subtraction, using objects/fingers		
SUMMER	Know different ways to make 10 Know how to write numbers up to 10 Know number bonds to 5 Know how many objects there are up to 5 Know how to double	- Explore the composition of numbers to 10 - To recognise and write the numerals to 10 - To recall number bonds to 5 and some to 10 - Subitise up to 5. - To recall some double facts.	All concrete and visual resources are used to develop these objectives. Vocabulary: one, two, three, four, five, six seven, eight, nine, ten, How many?, I have, total, count, fingers, objects, toys, fruit, cars, bricks, dice, 10 frame, filled, empty, double, 2 lots of, add, subtract, take away,	. Take pictures for evidence against objectives and stick into learning journals. . Talking to the children and making notes of conversations. . Use tapestry software for pictures for evidence.

Early Learning Goal	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.			
Long Term Plans	Key Aims	Mid Term Plans	Resources and Vocabulary	Assessment
AUTUMN	Know what more than, less than, fewer, the same as and equal to means. Know how to share items evenly Know how to count to 20 Count backwards from 10 Know how to count in 10s to 100	• Use vocabulary 'more than', 'less than', 'fewer', 'the same as', 'equal to'. and start to notice patterns within them. • Distribute items evenly from a group. • To count daily to 20 • Count backwards from 10 (from 20 when ready). • To count in 10s to 100	All concrete and visual resources are used to develop these objectives. Vocabulary: one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, number(s), more than, fewer/less than, repeated, the same, equal to, share	. Take pictures for evidence against objectives and stick into learning journals. . Talking to the children and making notes of conversations. . Use tapestry software for pictures for evidence.
SPRING	Know one more and one less than a number Know how to count beyond 10 and recognise 2 digit numbers	• Understand the 'one more than/one less than' relationship between consecutive numbers. • Count beyond 10, noticing patterns within the structure of counting and recognising some 2 digit numbers.	All concrete and visual resources are used to develop these objectives. Vocabulary: one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen,	. Take pictures for evidence against objectives and stick into learning journals. . Talking to the children and making notes of conversations.

	Know how to count past 20 Know how to count in 5s to 50	- To count beyond 20 - To count in 5s to 50.	seventeen, eighteen, nineteen, twenty, forty, fifty, sixty, seventy, eighty, ninety, one hundred, number(s), more than, fewer/less than, repeated, the same, equal to, share,	. Use tapestry software for pictures for evidence.
SUMMER	Know how to count to 50 Know the language of greater or less than in relation to groups of objects Know odd and even numbers up to 10 Know double facts up to 10 Know how to count in 2s	- To count to 50 in daily maths sessions - To compare groups of objects, identifying when a group is greater or less than another. - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. - To count in 2s to 20.	All concrete and visual resources are used to develop these objectives. Vocabulary: one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, forty, fifty, sixty, seventy, eighty, ninety, one hundred, Numbers up to 50, number(s), more than, fewer/less than, repeated, the same, equal to, share, greater than	. Take pictures for evidence against objectives and stick into learning journals. . Talking to the children and making notes of conversations. . Use tapestry software for pictures for evidence.

Long Term Plans	Key Aims	Mid Term Plans	Resources and Vocabulary	Assessment
AUTUMN	Know how to rotate/manipulate objects Know shape names	• Select, rotate and manipulate shapes in order to develop spatial reasoning skills. • Learn shape names	All concrete and visual resources are used to develop these objectives. Vocabulary: rotate, space, sorting, square, rectangle, circle, triangle, oval, pentagon, hexagon, octagon, pointy, curvy, straight, arch	. Take pictures for evidence against objectives and stick into learning journals. . Talking to the children and making notes of conversations. . Use tapestry software for pictures for evidence.
SPRING	Know how to compare measures Know how to copy and continue patterns Know how to describe shapes properties	• Compare length, weight and capacity. • Continue, copy and create repeating patterns. • To name and describe shapes, discussing their properties	All concrete and visual resources are used to develop these objectives. Vocabulary: long, short, longer, shorter, more, less, full empty, rotate, space, sorting, square, rectangle, circle, triangle, oval, pentagon, hexagon, octagon, pointy, curvy, straight, arch,	. Take pictures for evidence against objectives and stick into learning journals. . Talking to the children and making notes of conversations. . Use tapestry software for pictures for evidence.

SUMMER	Know how to order items based on length, weight and capacity	• To compare and order items of different lengths, weights and capacity • To name formal shapes	All concrete and visual resources are used to develop these objectives. Vocabulary: order, long, short, longer, shorter, more, less, full empty, rotate, space, sorting, square, rectangle, circle, triangle, oval, pentagon, hexagon, octagon, pointy, curvy, straight, arch,	. Take pictures for evidence against objectives and stick into learning journals. . Talking to the children and making notes of conversations. . Use tapestry software for pictures for evidence.
	Know how to name shapes and identify their properties Use their knowledge of shapes for completing tasks.	• Identify shape properties. • To use knowledge of shape to inform other activities (I.e. construction area - circles for wheels, using long brigs for height etc)		