

Reception Medium Term Planning:

Basic Skills: Revisit these skills each morning or when lining up

Days of the week song	Counting songs
months of the year song	shape songs
Number songs and rhymes	chanting numbers

Autumn 1:

Week	Date	Topic	Development Matters coverage	Vocabulary
1		<p>Number: Baseline</p> <p>Count numbers to 10/20</p> <p>Matching a number of items to a numeral</p> <p>Counting accurately using 1:1 correspondence</p>	<p>Recites some number names in sequence</p> <p>Recites numbers to 10</p> <p>Counts objects to 10 and beginning to count beyond 10.</p>	<p>Count</p> <p>Number</p> <p>Amount</p> <p>Match</p> <p>Numeral</p> <p>More than</p> <p>Less than</p> <p>More</p> <p>less</p>
2		<p>Patterns:</p> <p>Continue patterns using coloured cubes</p> <p>Continue repeating patterns using colours and objects</p> <p>Continue patterns with 2D shapes/sounds/actions.</p>	<p>Notices simple shapes and patterns in pictures</p> <p>Shows an interest in shape and space by playing with shapes or marking arrangements with objects.</p> <p>Uses familiar objects and common shapes to create and recreate patterns and build models.</p>	<p>Pattern</p> <p>Repeat</p> <p>Action</p> <p>Duplicate</p> <p>Again</p> <p>Flat</p> <p>2D</p> <p>Corners</p> <p>sides</p>
3		<p>Number:</p> <p>Match objects and sounds to numbers to establish how many.</p> <p>Understand that if objects are rearranged there are still the same number</p> <p>Count how many in a set</p> <p>Count 1-10 match spoken numbers to numerals.</p>	<p>Selects a small number of objects from a group when asked.</p> <p>Uses some number names and number language spontaneously.</p> <p>Sometimes matches numeral to quantity.</p> <p>Recognises some numerals of personal</p>	<p>Number</p> <p>Set</p> <p>Numeral</p> <p>Match</p> <p>Rearrange</p> <p>Order</p>

			significance. Recognises numerals 1-5. Selects the correct numeral to represent 1-5 then 1-10.	
4		Time: Days of the week – reciting names and beginning to order. Use everyday language related to time including “yesterday” “today” “tomorrow” “morning” “afternoon” “evening” and “night” See o’clock times in the context of their daily routine.	Understands some talk about immediate past and future. Uses everyday language related to time.	Yesterday Today Tomorrow Morning Afternoon Evening Night Days of the week Order Later Earlier Before After Next then
5		One more: Understanding the language of more/less. Comparing sets. Finding one more Recording findings in number sentences. Using number tracks to find one more. Counting on.	Begins to make comparisons between quantities. Compares two groups of objects saying when they have the same number. Uses the language of more of fewer to compare two sets. Says the number that is one more than a given number.	Estimate Compare Order Count More Less Count on set
6		Addition: Counting 1:1 correspondence Partition sets of objects in different ways. Representing additions using fingers. Counting the total of two groups (altogether)	Knows that a group of things changes in quantity when something is added or taken away. Separates a group of 3 or 4 objects in different ways. Finds the total of items in two groups	Counting Separate Group Altogether Addition More Sum How many Total Partition

			by counting them all. In practical activities beginning to use vocabulary involved in adding. Add and subtract two single digit numbers and count on or back to find the answer.	Number sentence Calculation
7		Length; Counting 1:1 correspondence. Comparing lengths of cubes. Using everyday language to compare length using direct comparison. Ordering 3 lengths in order from longest to shortest. Measuring using non standard objects.	Begins to understand the language of size. Begins to talk about the shape of everyday objects. Orders two or three items by length	Long Short Longer Shorter Longest Shortest Between More than Less than
8		Assessment/Revisit week		

#### Autumn 2

Week	Date	Topic	Development matters coverage	Vocabulary
1		Capacity: Understand that capacity of a container is a measure of how much it holds. Explore capacity using terminology "empty" "full" and "half full" "nearly empty" "nearly full" Compare capacities of different containers using direct comparison. Explore capacities through play.	Orders two items by weight or capacity. Use everyday language to talk about capacity.	
2		One less Understand that the amount in a group changes when something is taken away. Understand that when something is taken away we have less. Finding one less using objects Recording one less in a number sentence. Finding one less using number tracks.	Counts objects to 10 and beginning to count beyond. Uses language of more and fewer to compare sets. Finds one less from a group of 5 objects and then 10. Say which number is one less than a given number.	

3		<p>Subtraction  1:1 correspondence.  Understand the link between addition and subtraction.  Understand that when something is taken away the group becomes smaller/has less.  Begin to use subtraction – reverse number bonds.  Record and interpret number sentences.</p>	<p>Compares two groups of objects saying when they have the same number  In practical activities and discussion beginning to use the vocabulary in subtraction.  Add and subtract two single digit numbers and count on or back to find the answer.</p>	
4		<p>Shape:  Learn the name of simple 2D shapes; circles, triangles, rectangles and squares.  Identify the properties of 2D shapes – sides/corners  Understand the difference between 2D shapes and 3D shapes flat/solid</p>	<p>Shows awareness of similarities of shapes in the environment.  Shows interest in shape by sustained construction activity or talking about shapes or arrangements.  Beginning to use mathematical names for solid 3D shapes and flat 2D shapes and mathematical terms to describe shapes.</p>	
4		<p>Number bonds  Children to understand that groups can be separated in different ways.  Children record number bonds to 5 practically  Children work on number bonds within 10.  Children record additions using appropriate symbols.</p>	<p>Separates a group of three or four objects in different ways.  In practical activities beginning to use vocabulary involved in adding.  Record using marks they can interpret and explain.  Add and subtract two single digit numbers and count on or back to find the answer.</p>	

5		<p>Money:</p> <p>Recognise that coins have different values.</p> <p>Match real coins to amounts of money</p> <p>Start to use small amounts of money to buy things.</p> <p>Match 1p,2p, 5p and 10p to the corresponding number of 1p coins.</p>	<p>Beginning to use everyday language related to money.</p> <p>Compare quantities</p>	
6		<p>Number:</p> <p>Match quantities to 10 to the correct numeral.</p> <p>Write numbers</p> <p>Find one more than numbers to 9</p> <p>Find one less than numbers to 10.</p> <p>Read matching one more/less number sentences.</p> <p>Order numbers 1 to 10 using the language of before, after, more, less and between.</p>	<p>Knows that a group of things changes in quantity when something is added or taken away.</p> <p>Separates a group of 3 or 4 objects in different ways.</p> <p>Finds the total of items in two groups by counting them all.</p> <p>In practical activities beginning to use vocabulary involved in adding.</p> <p>Add and subtract two single digit numbers and count on or back to find the answer</p>	
7		Assessment/Christmas play		

### Spring 1

Week	Date	Topic	Development Matters	Vocabulary
1		<p>Number:</p> <p>Recite numbers to 20 forwards</p> <p>Count backwards from 10</p> <p>Order number to 15</p> <p>Understand that teen numbers are 10 + x</p> <p>Compare numbers in a set.</p> <p>Begin to estimate how many in a set and know to count the set to check.</p>	<p><i>Recites numbers in order to 10</i></p> <p><i>Counts up to three or four objects by saying one number name for each item.</i></p> <p><i>N4.4 Counts actions or objects which cannot be moved.</i></p> <p><i>N4.5 Counts objects to 10, and beginning to count beyond 10.</i></p> <p><i>N4. 6 Counts out up to six objects from a larger group.</i></p> <p><i>N4.7 Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</i></p> <p><i>N4. 8 Counts an irregular arrangement of up to ten objects.</i></p> <p><i>N4.9 Estimates how many objects they can see and checks by counting them.</i></p> <p><b>Children count reliably with numbers from one to 20,</b></p>	

2		<p>Pattern: Recognise and continue repeating patterns with objects/actions/shapes. Recognise a line of symmetry. Count in 2s. Begin to recognise odd and even numbers.</p>	<p>SSM4.2 Selects a particular named shape. SSM4.6 Uses familiar objects and common shapes to create and recreate patterns and build models. <b>They recognise, create and describe patterns.</b></p>	
3		<p>Number: Count objects out of a set up to 10. Conserve numbers to 10. (Understand that the number doesn't change if we rearrange the set) Partition numbers to 10 into 2 sets. Record partitioning as a number sentence using symbols and/or mathematical language.</p>	<p>Recites numbers in order to 10 Counts up to three or four objects by saying one number name for each item. N4.4 Counts actions or objects which cannot be moved. N4.5 Counts objects to 10, and beginning to count beyond 10. N4. 6 Counts out up to six objects from a larger group. N4.7 Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. N4. 8 Counts an irregular arrangement of up to ten objects. N4.9 Estimates how many objects they can see and checks by counting them. N4.10 Uses the language of 'more' and 'fewer' to compare two sets of objects. N4.11 Finds the total number of items in two groups by counting all of them. N4.15 Records, using marks that they can interpret and explain Add single digit numbers <b>Children count reliably with numbers from one to 20,</b></p>	
4		<p>Shape: Recognise and name 2D shapes. Use everyday language to describe 2D shapes. Begin to name and recognise 3D shapes including cuboid (cube), cone, cylinder, and sphere. Begin to use 3D shapes to create models. Begin to use everyday language to describe 3D shapes.</p>	<p>SSM4.1 Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. SSM4.2 Selects a particular named shape SSM4.6 Uses familiar objects and common shapes to create and recreate patterns and build models. <b>They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</b></p>	
5		<p>Number: Doubles Begin to double numbers to 5 using fingers and objects. Understand doubling as adding a number to itself. Record doubles as a number</p>	<p>N4.11 Finds the total number of items in two groups by counting all of them. N4.2 Recognises numerals 1 to 5. N4.3 Counts up to three or four objects by saying one number name for each item.</p>	

		sentence.	<p>N4.4 Counts actions or objects which cannot be moved.</p> <p>N4.5 Counts objects to 10, and beginning to count beyond 10.</p> <p>N4. 6 Counts out up to six objects from a larger group.</p> <p>N4.7 Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</p> <p>N4. 8 Counts an irregular arrangement of up to ten objects.</p> <p>N4.14 In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</p> <p>N4.15 Records, using marks that they can interpret and explain</p> <p><b>They solve problems, including doubling</b></p>	
6		<p>Time:</p> <p>Children understand that there are different months in the year.</p> <p>Children begin to recognise key months (birthdays/festivals)</p> <p>Children begin to recite the months in the year.</p> <p>Children begin to understand and use vocabulary related to time including seconds, minutes, hours, days weeks, months and years.</p> <p>Children begin to measure time in simple ways</p>	<p>SSM4.7 Uses everyday language related to time.</p> <p>SSM4.9 Orders and sequences familiar events.</p> <p>SSM4.10 Measures short periods of time in simple ways.</p> <p><b>Children use everyday language to talk about time and solve problems.</b></p>	
7		Assessment/revisit week		

## Spring 2

Week	Date	Topic	Development Matters	Vocabulary
1		<p>Length/Height</p> <p>Used everyday language relating to length and height.</p> <p>Directly compare lengths using comparative and superlative language.</p> <p>Compare and order 3 different lengths.</p> <p>Understand the difference between height and length.</p> <p>Measure height and length using non standard units.</p>	<p>SSM3.7 Beginning to talk about the shapes of everyday objects, e.g. 'round and 'tall.</p> <p>SSM4.4 Orders two or three items by length or height.</p> <p><b>Children use everyday language to talk about size, and solve problems.</b></p>	
2		<p>Number/halving</p> <p>Recite numbers to 20.</p> <p>Count a set of numbers using</p>	<p>N4. 8 Counts an irregular arrangement of up to ten objects.</p>	

		<p>1:1 correspondence up to 20          Conserve numbers.          Count in 2s and 10s.          Subitise numbers to 5. (Match numeral/amount to numbers of a dice without counting) starters?          Begin to understand halving as sharing.          Understand the need to be fair when halving.          Use objects to halve even numbers to 10.          Understand halving objects such as biscuits and the need to break them in half.</p>	<p>N4.9 Estimates how many objects they can see and checks by counting them.          N4.10 Uses the language of 'more' and 'fewer' to compare two sets of objects          N4.14 In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.          N4.15 Records, using marks that they can interpret and explain  <b>They solve problems, including halving and sharing.</b></p>	
3		<p>Money:          Begin to recognise different coins.          Begin to understand that we pay for objects with money.          Begin to name coins.          Begin to compare and order coins.          Pay for small amounts with coins.</p>	<p>SSM4.8 Beginning to use everyday language related to money  <b>Children use everyday language to talk about money to compare quantities and objects and to solve problems.</b></p>	
4		<p>Mental addition          Recognise numerals to 20.          Count up to 20 1:1          Compare and order numbers to 20.          Begin to use mathematical language involved in addition.          Begin to be able to read number sentence involving + =.          Find one more using mental strategies within 20.          Record one more as number sentences.</p>	<p>N4.5 Counts objects to 10, and beginning to count beyond 10.          N4. 6 Counts out up to six objects from a larger group.          N4.7 Selects the correct numeral to represent 1 to 5, then 1 to 10 objects          N4.10 Uses the language of 'more' and 'fewer' to compare two sets of objects.          N4.11 Finds the total number of items in two groups by counting all of them.          N4.12 Says the number that is one more than a given number.          N4.14 In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.          N4.15 Records, using marks that they can interpret and explain.  <b>Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number</b></p>	

5		<p>Position and Direction.          Be able to give simple instructions using directional language.          Recognise and name left and right, backwards, forwards and sideways.          Be able to understand positional language.          Be able to follow instructions using positional language.          Be able to use everyday positional language.</p>	<p>SSM4.3 Can describe their relative position such as 'behind' or 'next to'.  <b>Children use everyday language to talk about position and distance,</b></p>	
6		<p>Number: partitioning and number bonds.          Children can count how many are in a set.          Be able to compare and order numbers and sets.          In practical activities children partition numbers within 10.          Children begin to understand that addition is commutative (2+3 = 5, 3+2=5)</p>	<p>N4.1 Recognise some numerals of personal significance.          N4.2 Recognises numerals 1 to 5.          N4.3 Counts up to three or four objects by saying one number name for each item.          N4.4 Counts actions or objects which cannot be moved.          N4.5 Counts objects to 10, and beginning to count beyond 10.          N4. 6 Counts out up to six objects from a larger group.          N4.7 Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.          N4. 8 Counts an irregular arrangement of up to ten objects.          N4.9 Estimates how many objects they can see and checks by counting them.          N4.10 Uses the language of 'more' and 'fewer' to compare two sets of objects.          N4.11 Finds the total number of items in two groups by counting all of them.          N4.14 In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.          N4.15 Records, using marks that they can interpret and explain.  <b>Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.</b></p>	

Summer 1

Week	Date	Topic	Development Matters	Vocabulary
1		<p>Time:</p> <p>Recite the days of the week in order.</p> <p>Recognise and order the days of the week.</p> <p>Be able to name the day after today.</p> <p>Use and understand the vocabulary today, yesterday and tomorrow.</p> <p>Begin to measure short periods in different ways.</p> <p>Begin to understand how long a minute is.</p> <p>Match key times of the day to o'clock times.</p> <p>Begin to read o'clock times.</p>	<p>SSM4.7 Uses everyday language related to time.</p> <p>SSM4.9 Orders and sequences familiar events.</p> <p>SSM4.10 Measures short periods of time in simple ways.</p> <p><b>Children use everyday language to talk about time and solve problems.</b></p>	
2		<p>Number</p> <p>Write numerals within 20.</p> <p>Estimate a set of objects, actions or images within 20.</p> <p>Compare and order numbers within 20.</p> <p>Recite numbers to 100.</p> <p>Count in 2s to 20.</p> <p>Count backwards from 20.</p> <p>Count in 10s to 100, understanding the pattern.</p> <p>Count backwards in 1s from any given number within 20.</p>	<p>N4.1 Recognise some numerals of personal significance.</p> <p>N4.2 Recognises numerals 1 to 5.</p> <p>N4.3 Counts up to three or four objects by saying one number name for each item.</p> <p>N4.4 Counts actions or objects which cannot be moved.</p> <p>N4.5 Counts objects to 10, and beginning to count beyond 10.</p> <p>N4.6 Counts out up to six objects from a larger group.</p> <p>N4.7 Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</p> <p>N4.8 Counts an irregular arrangement of up to ten objects.</p> <p>N4.9 Estimates how many objects they can see and checks by counting them.</p> <p>N4.10 Uses the language of 'more' and 'fewer' to compare two sets of objects.</p> <p><b>Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number.</b></p>	
3		<p>Weight</p> <p>Understand and use everyday language related to weight. (heavy, heavier, light, lighter, lightest, heaviest, balanced, equal)</p>	<p>SSM4.5 Orders two items by weight or capacity.</p> <p><b>Children use everyday language to talk about size, weight, to compare quantities and objects and to solve problems.</b></p>	

		Compare two weights using direct comparison. Measure weights using non standard units.		
4		Shape: 2D and 3D shape Understand the difference between and sort 2D and 3D shapes. Recognise and name common 2D shapes Recognise and name common 3d Shapes. Begin to identify the properties of 2D and 3D shapes. Use everyday language to describe shapes.	SSM4.1 Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. SSM4.2 Selects a particular named shape SSM4.6 Uses familiar objects and common shapes to create and recreate patterns and build models. <b>They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</b>	
5		Number Doubling and Halving Count in 2s to 20. Begin to understand the relationship between doubling and halving. Double numbers to 5 Halve even numbers within 10. Share sets of objects in practical activities (2/4 groups)	N4.11 Finds the total number of items in two groups by counting all of them. N4.2 Recognises numerals 1 to 5. N4.3 Counts up to three or four objects by saying one number name for each item. N4.4 Counts actions or objects which cannot be moved. N4.5 Counts objects to 10, and beginning to count beyond 10. N4. 6 Counts out up to six objects from a larger group. N4.7 Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. N4. 8 Counts an irregular arrangement of up to ten objects. N4.14 In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. N4.15 Records, using marks that they can interpret and explain <b>They solve problems, including doubling, halving and sharing.</b>	
6		Number: Count in 1s to 100. Count backwards from any number within 20. Count in 2s to 20. Count in 5s and begin to see the pattern.	N4.5 Counts objects to 10, and beginning to count beyond 10. N4. 6 Counts out up to six objects from a larger group. N4.7 Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. N4. 8 Counts an irregular arrangement of up to ten	

		Count in 10s and begin to recognise the pattern. Solve practical activities adding 10s. Identify odd and even numbers in practical activities.	objects. N4.9 Estimates how many objects they can see and checks by counting them. N4.10 Uses the language of 'more' and 'fewer' to compare two sets of objects <b>Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number</b>	
7		Assessment		

Week	Date	Topic	Development Matter	Vocabulary
1		Number Addition and subtraction. Understand the difference and relationship between addition and subtraction. Begin to understand that addition is commutative and that subtraction is not. Read simple number sentences using +/- and = Say the number one more or one less than a given number within 20. Add two single digit numbers counting on. Subtract a single digit number counting back. Read and match number sentences to practical problems.	N4.9 Estimates how many objects they can see and checks by counting them. N4.10 Uses the language of 'more' and 'fewer' to compare two sets of objects. N4.11 Finds the total number of items in two groups by counting all of them. N4.12 Says the number that is one more than a given number. N4.13 Finds one more or one less from a group of up to five objects, then ten objects. N4.14 In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. N4.15 Records, using marks that they can interpret and explain. N4.16 Begins to identify own mathematical problems based on own interests and fascinations. <b>Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.</b>	
2		Money Recognise different coins. Understand the value of different coins. Begin to add coins to make small amounts of money.	SSM4.8 Beginning to use everyday language related to money <b>Children use everyday language to talk about money to compare quantities and objects and to solve problems.</b>	

3		<p>Capacity Understand and use the language of capacity. Measure a capacity using non standard units. Compare and order the capacity of 2 containers using non standard units to measure them.</p>	<p>Orders two items by weight or capacity. Use everyday language to talk about capacity.</p>	
4		<p>Number Bonds/Partitioning. Partition sets of 5/6/7/8/9/10 objects in practical ways. Record partitioning in number sentences using +/-. Understand teen numbers as 10 + x. Partition teen numbers and record them in number sentences using +/-</p>	<p>N4.11 Finds the total number of items in two groups by counting all of them. N4.2 Recognises numerals 1 to 5. N4.3 Counts up to three or four objects by saying one number name for each item. N4.4 Counts actions or objects which cannot be moved. N4.5 Counts objects to 10, and beginning to count beyond 10. N4. 6 Counts out up to six objects from a larger group. N4.7 Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. N4. 8 Counts an irregular arrangement of up to ten objects. N4.14 In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. N4.15 Records, using marks that they can interpret and explain <b>Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.</b></p>	
5		<p>Time: Read analogue clock times. Begin to read digit clock times. Match written clock times and clock face times. Record o'clock time on blank clocks. Match clock times to key events during the day.</p>	<p>SSM4.7 Uses everyday language related to time. SSM4.9 Orders and sequences familiar events. SSM4.10 Measures short periods of time in simple ways. <b>Children use everyday language to talk about time and solve problems.</b></p>	
6		Assessment.		
		Transition		