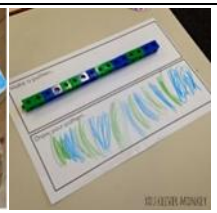
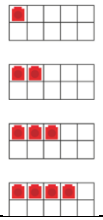
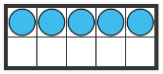
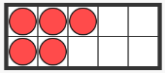
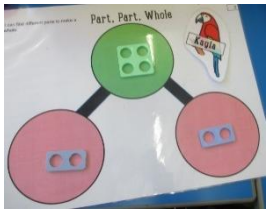
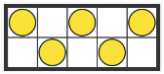
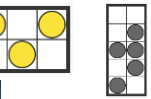
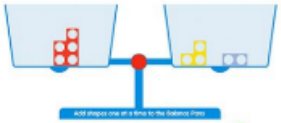
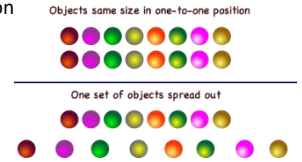
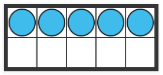
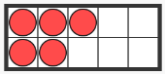
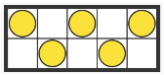
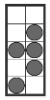
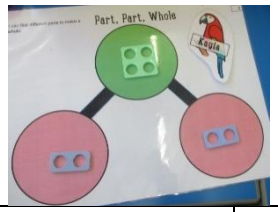
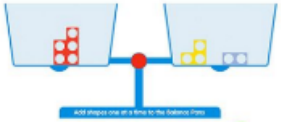
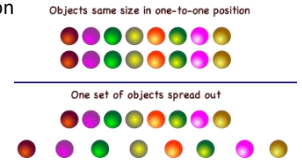
Reception Long Term Plan

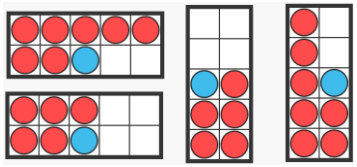
	Unit	EYFS Requirements: Key Learning Points	Key Questions	Support materials	Vocabulary
Aut 1	**Settling in / baseline 4 weeks**				
	Sorting, set recognition and pattern 2 weeks	• Sorting • Guess my rule • Identify a set create a pair articulate why • Odd one out • Compare amounts of which has more and less • ***recognise, create and describe patterns*** • ***explore characteristics of everyday objects and shapes and use mathematical language to describe them*** • ***Continue and complete a repeated pattern***	What is the same about all the items in my set? What is different? Can you find one that belongs in many set? Can you guess my sorting rule? Which item is the odd one out? Why? What makes a pattern? Is this a pattern or not? What can you tell me about your pattern? What object is 3rd?	sorting White rose maths page 6 to 10 Pattern Pages 16 to 18 Microsoft PowerPoint - Reception Scheme Phase 1 Just Like Me Autumn 2020 (kxcdn.com) Pattern number blocks BBC iPlayer - Numberblocks - Series 3: Pattern Palace NCTEM Support materials	Sort, set, pair, match, same different, odd Pattern next
	Concrete objects Visual representations Notes and guidance	   	Story The button box M Reid		
	Concrete objects Visual representations Notes and guidance	 • Encourage children to fill then tens frame along the top row • Begin to subitise numbers 1 – 5 (instantly recognise this is 4) Compare amounts			

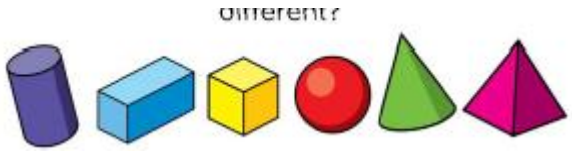
	Numbers within 5 **(0-5)** **Week 1, 0 and 1** **Week 2, 2 and 3** **Week 3, 4 and 5** **(3 weeks)**	• Number of the day 1-5 – go and find 2 etc.. (numicon, egg boxes, coins, natural etc…) • Count reliably with numbers from 1 to 5 • Counting objects to 5 reliably • Counting objects to 5 reliably – using tens frame filling along the top line 1:1 correspondence - songs • **Continue to match numeral to quantity** • ***estimate a number of objects and check by counting*** • Comparing sets of objects – more than, less than the same as – pan's balance • understand the conservation of number • *Comparing with different representations of number – numicon and egg box* • **Continue to match numeral to quantity** • **Part part whole** • Exploring and comparing parts of numbers 0-5	Can you show me three? What number is this? How can you make this number? How many _____? Is there 4 here? How do you know? Are these the same? If not why not? What do we need to do to make them the same? Which has more Can you make this number? How could you build this number?	Numberblocks – Series 1 | NCETM Microsoft PowerPoint - Reception Scheme Phase 2 123 it's me Autumn 2020 (kxcdn.com) pans balance Numicon style x x x x x Egg box style x x x x x Number farm	Numeral amount more less compare
	Concrete objects **Visual representations** **Notes and guidance**	Egg box style filling of a tens frame    Numicon style filling of a tens frame  part part whole  Explore the different ways we can use a tens frame?    conservation  		

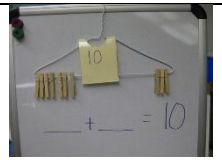
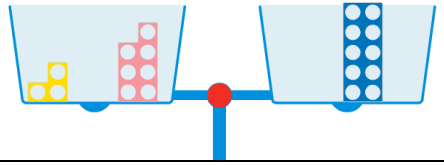
	Unit	EYFS Requirements: Key Learning Points	Key Questions	Support materials	Vocabulary
A u t 2	**Numbers within 10** **(3 weeks)**	• Compare numbers. • Match the number symbol (numeral) with its cardinal number value • Explore the composition of numbers to 10. • Number of the day 6-10 – go and find 7 etc.. (numicon, egg boxes, coins, natural etc…) • Count reliably with numbers from 1 to 10 – focus on 6-10 • Counting objects to 10 reliably • Counting objects to 10 reliably – using tens frame filling along the top line 1:1 correspondence	Can you show me three? What number is this? How can you make this number? How many ___? Is there 4 here? How do you know?	https://wrm-13b48.kxcdn.com/wp-content/uploads/2021/02/Phase-5-growing-678.pdf Page 5 - 8	Total Altogether Order Increasing Decreasing Represent Numeral
		• **Continue to match numeral to quantity** • ***estimate a number of objects and check by counting*** • Comparing sets of objects – more than, less than the same as – pan's balance • *Comparing with different representations of number – numicon and egg box*	Are these the same? If not why not? What do we need to do to make them the same? Which has more?		
		• ***Comparing and ordering numbers 1-10*** • Notice that objects are the same despite colour and size • say which number from 1-10 is one more or one less than a given number • recognise the numerals 0-10	Can you make this number? How could you build this number?	https://wrm-13b48.kxcdn.com/wp-content/uploads/2021/02/Phase-5-growing-678.pdf	

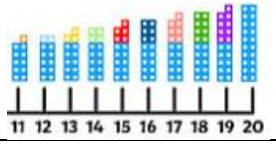
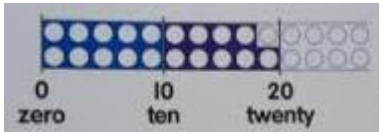
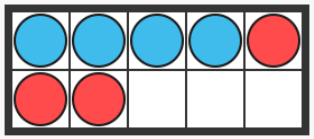
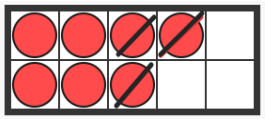
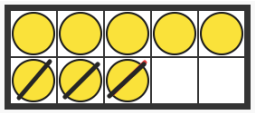
		• Understand zero		White rose page 10 digging deeper	
	Concrete objects Visual representations Notes and guidance	Egg box style filling of a tens frame Numicon style filling of a tens frame Explore the different ways we can use a tens frame? conservation     **Encourage children to make 5 first if they can and when they are counting – make 7 …. 5, 6, 7**   part part whole    			
	Measure Week 1- length Week 2- weight	• ***use everyday language to talk about size, mass,*** • ***estimate, measure, weigh and compare and order objects*** • Compare length, weight and capacity. • compare objects and quantities • solve size problems (i.e. length and mass) • solve mass and length problems • Measuring using non standard units	How do you know this object is longer / heavier? How many more _____ do you need to make these the same length / mass?	https://wrm-13b48.kxcdn.com/wp-content/uploads/2021/02/Phase-5-growing-678.pdf page 12	Longer/ Shorter Increasing Decreasing Heavier Lighter Weigh Measure
	Position and time 1 week	• ***use everyday language to talk about time*** • ***To segment the day into morning, afternoon, evening*** • ***To understand that the whole day can be split into equal parts*** • use everyday language to talk about time (days and months) (continuous through maths meeting) • To order the days of the week and months of the year • To order ordinal numbers use ordinal numbers: 1st, 2nd...last (to 10th) To begin to see the connection between ordinal and cardinal numbers	What part of the day is home time? What month is your birthday? What day comes next? What is the 3rd day of the week?	https://wrm-13b48.kxcdn.com/wp-content/uploads/2021/02/Phase-5-growing-678.pdf Page 12 – 14 Dig deeper page 15	1st, second, third Order Before / After In the middle Ordinal Cardinal Morning Afternoon Evening Whole day
	2D shape 1 week	• I can name common 2D shapes – circles, triangles, squares, rectangles (a square is a special type of rectangle) • Match shape names to the shape • Explore shapes in our natural environment - rubbings, drawing and building with shapes	What shapes are these? How do you know it's a triangle? What shapes could you use to build……?	https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/11/Phase-3-Light-and-Dark.pdf page 11	sides / vertices (maths name for corners) flat 2D square triangle rectangle circle etc..

	Unit	EYFS Requirements: Key Learning Points	Key Questions	Support materials	Vocabulary
Spring 1	**Numbers to 10 – consolidation Number facts within 10 1 week**	• ***Number facts within 10*** • Automatically recall number bonds for numbers 0–10 • Part part wholes, egg boxes, numicon • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. •	What's 1 more than this number? Can you add the same number? I have 5, what number is 1 more? Can you show me?	https://wrm-13b48.kxcdn.com/wp-content/uploads/2021/02/Phase-6-Building-9-and-10.pdf https://www.ncetm.org.uk/classroom-resources/ey-numberblocks-series-3/	1 more 1 less Greater Larger Smaller How many more

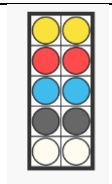
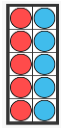
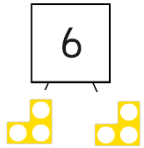
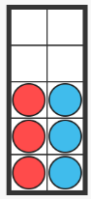
	Concrete objects Visual representations Notes and guidance	See Number facts handout – • Adding 1 (e.g. 7 + 1 *and* 1 + 7) • Doubles of numbers to 5 (e.g. 4 + 4) • Adding 2 (e.g. 4 + 2 *and* 2 + 4)  			
	Numbers to 15 1 week	• Number of the day 11-15 – go and find 2 etc.. (numicon, egg boxes, coins, natural etc…) • Count reliably with numbers from 1 to 15 • Counting objects to 15 reliably • Counting objects to 15 reliably – using tens frame filling along the top line 1:1 correspondence - songs	Can you show me 12? What number is this? How can you make this number? How many ___? Is there 13 here? How do you know? How else could you count these?	https://www.ncetm.org.uk/classroom-resources/ey-numberblocks-series-3/ number blocks episode 24 to 29 https://wrm-13b48.kxcdn.com/wp-content/uploads/2021/02/Phase-7-To-20-and-Beyond.pdf page 7 to 11	Ten one Increasing Decreasing Numeral Order Total Tens frame Digit Part whole
	Numbers to 15 1 week	• ***say which number is one more or one less than a given number*** • **estimate a number of objects and check by counting** • count reliably with numbers from 0 to 15 • place numbers from 0-15 in order • say which number is one more or one less than a given number within 15 • estimate a number of objects and check by counting • considering equal and unequal groups • Using a tens frame to count reliably	Are these the same? If not why not? What do we need to do to make them the same? Which has more? How many do you think there are? Do you think there are 12 here? Why not?	White rose page 11 digging deeper	
	Concrete objects Visual representations Notes and guidance	**Continue with the same principles and resources earlier (number 1-10)**  ***Encourage children to make 10 first and then count on*** 			
	2D shape 1 week	**Talk about properties of shapes** **Explore characteristics of everyday objects and shapes and use mathematical language to describe them** • explore characteristics of everyday objects and shapes use mathematical language associated with shape • classify and sort shapes • recognise, create and describe patterns with shapes	What's special about this shape? How are these shapes the same? How are they different? How could we sort these shapes?	**Which One Doesn't Belong?**  White rose https://wrm-13b48.kxcdn.com/wp-content/uploads/2021/02/Phase-7-To-20-and-Beyond.pdf page 14	sides vertices (maths name for corners) flat 2D square triangle rectangle circle etc..

	Concrete objects Visual representations Notes and guidance	Language to use when describing shapes Sides and vertices Encourage children to spot these shapes in the natural environment			
	3D shape (2 weeks)	**Talk about properties of shapes** **Explore characteristics of everyday objects and shapes and use mathematical language to describe them** • explore characteristics of everyday objects and shapes use mathematical language associated with shape • classify and sort shapes • recognise, create and describe patterns with shapes	What's special about this shape? How are these shapes the same? How are they different? How could we sort these shapes?	https://wrm-13b48.kxcdn.com/wp-content/uploads/2021/02/Phase-6-Building-9-and-10.pdf page 10 and 11	edge face vertices or vertex
	Concrete objects Visual representations Notes and guidance	**See above guidance in 2d shape**  			

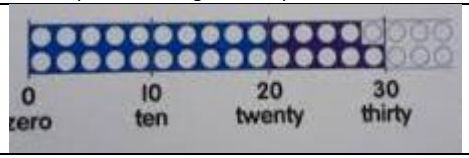
	Unit	EYFS Requirements: Key Learning Points	Key Questions	Support materials	Vocabulary
Spring 2	**Recap Number representations within 15 Number facts to 10**	• **Consolidate representations within 15** • Part part wholes, egg boxes, numicon Build on previous number facts to incorporate Number bonds to 10 (e.g. 8 + 2 *and* 2 + 8) **Please don't forget 0+10 and 10+0**	How can you make the scales balance? What is 6s pair to 10? I have 8, how many more to 10? How many ways can you fill this egg box with 2 colours?	https://wrm-13b48.kxcdn.com/wp-content/uploads/2021/02/Phase-6-Building-9-and-10.pdf pages 7, 8 9 number bonds and digging deeper	Number Numeral Part part whole Number bond
	Concrete objects Visual representations Notes and guidance	  	Can you make the scales balance using 2 pieces? What about 3?		
	Numbers within 20	• Number of the day 15-20 – go and find 2 etc.. (numicon, egg boxes, coins, natural etc…) • Count reliably with numbers from 0 - 20 • Counting objects to 20 reliably • Counting objects to 20 reliably – using tens frame filling along the top line 1:1 correspondence - songs	Can you show me 19? What number is this? How can you make this number? How many ___? Is there 18 here? How do you know? How else could you count these?	https://wrm-13b48.kxcdn.com/wp-content/uploads/2021/02/Phase-7-To-20-and-Beyond.pdf	
	Numbers within 20	• ***count reliably with numbers from one to 20*** • ***say which number is one more or one less than a given number*** • count reliably with numbers from 0 to 20 • place numbers from 0-20 in order (forwards and backwards) • say which number is one more or one less than a given number within 20	Are these the same? If not why not? What do we need to do to make them the same? Which has more?	https://wrm-13b48.kxcdn.com/wp-content/uploads/2021/02/Phase-7-To-20-and-Beyond.pdf	

		• estimate a number of objects and check by counting	How many do you think there are? Do you think there are 17 here? Why not?		
	Concrete objects Visual representations Notes and guidance	**Continue with the same principles and resources earlier (number 1-10)** ***Encourage children to make 10 first and then count on***    			
	Addition 2 weeks	PLEASE SEE GUIDANCE BELOW FOR STRATEGIES • **add and subtract two single-digit numbers and count on or back to find the answer** **Focus on adding 2 single digit numbers within 10 – can we make 5 and** Use quantities and objects, count on or back to add and subtract • Represent and use number bonds within 10	Can you count on 2 more from this number? How can you show me 2 more than 3? I have 5 toys, I give 2 to my friend, how many do I have left?	Addition within 10 https://wrm-13b48.kxcdn.com/wp-content/uploads/2021/02/Phase-5-growing-678.pdf pages 9 and 10 combining two groups	Increasing Decreasing Numeral Order Total Tens frame Digit Part Whole Equals Left
	Subtraction 2 weeks	• **add and subtract two single-digit numbers and count on or back to find the answer** • **estimate a number of objects and check by counting up to 20** • use quantities and objects, count on or back to add and subtract • estimate a number of objects and check by counting • represent and use number bonds within 10	Show me how to subtract this part?	Subtraction within 10 https://wrm-13b48.kxcdn.com/wp-content/uploads/2021/02/Phase-8.pdf page 6 - 8	
	Concrete objects Visual representations Notes and guidance	Addition is part + part = whole Subtraction is whole – part = part 1. Bring all the objects together and count – the concept of addition 2. Counting back subtractions 3. Count how many is in each set and find the total where usually the children will start the count from 1 – use language of part part whole e.g. part add part equals whole 4. Start the count from one of the groups (using part part whole on right) Start counting from 6 - ***six,*** *seven, eight* 5. Use numicon to find pairs to 10 and begin to learn 6. Recording these as number sentences Use of tens frames to support addition and subtraction 4 + 3 =  start counting the total from 5   Does it make a difference which counters we take away? *Reinforce that counting from any of the parts will still give the same total. *Start the count at three, four, five, six etc… is it the same when we start counting from 7?*			

	Money **1 week**	• **Recognise coins and their values** • **compare quantities and objects to solve problems** • use everyday language to talk about money • compare the value of coins • use quantities and objects to count on and back to add and subtract	I need 20p what coin should I get? Which coin is worth more?		Pence Pound P
	Measure – capacity **1 week**	• **use everyday language to talk about capacity** • **estimate, measure, weigh and compare and order objects** • compare capacity of containers – 3d shape knowledge • solve size problems (capacity) solve capacity problems	Which container holds the most water?		Full Empty Half full Capacity Liquid

	Unit	EYFS Requirements: Key Learning Points	Key Questions	Support materials	Vocabulary / resources
Summer Term 1	Grouping and sharing **Including odd and even numbers** **3 weeks**	• ***solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups*** • solve practical problems that involve grouping and sharing • explore counting on in steps of 2 from zero	Can you sort these objects into groups of 2? How have these objects been sorted?	https://wrm-13b48.kxcdn.com/wp-content/uploads/2021/03/Reception-Scheme-Phase-9-Summer-2021.pdf pages 9 and 10	groups pairs set share
	Concrete objects **Visual representations** **Notes and guidance**	  			
	Doubling and halving **2 week**	• ***solve problems, including doubling, halving and sharing*** • Explore the relationship between doubling and halving • Double and halve numbers to 10 – part part whole • Number bonds to be encouraged	How can we share these objects equally? Do we have equal groups? I have 4, who has double my number?	https://wrm-13b48.kxcdn.com/wp-content/uploads/2021/03/Reception-Scheme-Phase-9-Summer-2021.pdf page 8	double half share
	Concrete objects **Visual representations** **Notes and guidance**	Doubling • *We're getting the same amount twice or two times.* • Tens frame • Part part wholes • Use of numicon – get the same shape and count the dots • Cups – get the same amount and tell me how many • **Harry has 5 sweets, John has the same number of sweets, how many sweets do they have in total?** Halving • Bead strings • Numicon – overlay 2 shapes onto the total to see if they are fair • Part part wholes • Cutting objects, sandwiches in half, folding objects. • Using mirrors to explore symmetry in relation to halves *Find half of 6 – ch may choose 1 and 5, are these the same colour or shape? Find me 2 of the same numicon shapes that cover the 6* Sharing • One for you, one for you (between two children) • Concentrate on checking they are fair (equal amount) • Introduce idea of array 6 sweets shared between 2 children X x X x link to arrays X x	  		

		Use numicon pegs and board to share objects between 2			
	Recap all Measures **1 week**	• ***use everyday language to talk about size, weight, capacity*** • ***estimate, measure, weigh and compare and order objects*** • compare objects and quantities • solve size problems (i.e. length) • solve weight and capacity problems • explore measuring objects using non-standard units	see previous measures questions		see previous measures vocab

	Unit	EYFS Requirements: Key Learning Points	Key Questions	Support materials	Vocabulary
s u m m e r 2	**Numbers to 20** **1 week**	• ***Counting beyond 20*** • Exploring larger numbers and images associated with twenty and beyond	see previous questions		see previous vocab
	Numbers beyond 20 **1 week**	• ***say which number is one more or one less than a given number*** • ***estimate a number of objects and check by counting*** • ***solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups*** • explore counting on and back from any number within 30 • say which number is one more or one less than a given number • solve problems, including grouping and sharing • estimate a number of objects and check by counting • explore counting on in steps of 5 and 10 from zero	see previous questions		see previous vocab
	Concrete objects **Visual representations** **Notes and guidance**	 Combine all images and representations featured earlier			
	Addition and Subtraction **2 weeks**	• ***add and subtract single digit from a 2 digit numbers and count on or back to find the answer*** • ***compare quantities and objects to solve problems*** • solve problems, including doubling, halving and sharing • say which number is one more or one less than a given number • use quantities and objects to add and subtract two single-digit numbers	see previous questions		see previous vocab
	Teacher to choose areas with gaps				