



# Spring Vale Primary School – Mathematics Medium Term Plan

## Reception – Autumn Term

EYFS Statutory Educational Programme: Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. – Development Matters (DfE, 2023).

| Unit:                           | Children in Reception will be learning to:                                                                                                                                                                                                                                                                                                             | Small Steps:                                                                                                                                                                                                                                   |
|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Match, sort and compare         | <ul style="list-style-type: none"><li>Count objects, actions and sounds.</li></ul>                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"><li>Match objects</li><li>Match pictures and objects</li><li>Identify a set</li><li>Sort objects to a type</li><li>Explore sorting techniques</li><li>Create sorting rules</li><li>Compare amounts</li></ul> |
| Talk about measure and patterns | <ul style="list-style-type: none"><li>Continue, copy and create repeating patterns.</li><li>Compare length, weight and capacity.</li></ul>                                                                                                                                                                                                             | <ul style="list-style-type: none"><li>Compare size</li><li>Compare mass</li><li>Compare capacity</li><li>Explore simple patterns</li><li>Copy and continue simple patterns</li><li>Create simple patterns</li></ul>                            |
| It's me 1, 2, 3                 | <ul style="list-style-type: none"><li>Count objects, actions and sounds.</li><li>Subitise</li><li>Link the number symbol (numeral) with its cardinal number value.</li><li>Compare numbers.</li><li>Understand the 'one more than/one less than' relationship between consecutive numbers.</li><li>Explore the composition of numbers to 10.</li></ul> | <ul style="list-style-type: none"><li>Find 1, 2 and 3</li><li>Subitise 1, 2 and 3</li><li>Represent 1, 2 and 3</li><li>1 more</li><li>1 less</li><li>Composition of 1, 2 and 3</li></ul>                                                       |

|                       |                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                 |
|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Circles and triangles | <ul style="list-style-type: none"> <li>• Select, rotate and manipulate shapes to develop spatial reasoning skills.</li> </ul>                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>• Identify and name circles and triangles</li> <li>• Compare circles and triangles</li> <li>• Shapes in the environment</li> <li>• Describe position</li> </ul>                          |
| 1, 2, 3, 4, 5         | <ul style="list-style-type: none"> <li>• Count objects, actions and sounds.</li> <li>• Subitise</li> <li>• Link the number symbol (numeral) with its cardinal number value.</li> <li>• Compare numbers.</li> <li>• Understand the 'one more than/one less than' relationship between consecutive numbers.</li> <li>• Explore the composition of numbers to 10.</li> </ul> | <ul style="list-style-type: none"> <li>• Find 4 and 5</li> <li>• Subitise 4 and 5</li> <li>• Represent 4 and 5</li> <li>• 1 more</li> <li>• 1 less</li> <li>• Composition of 4 and 5</li> <li>• Composition of 1 – 5</li> </ul> |
| Shapes with 4 sides   | <ul style="list-style-type: none"> <li>• Select, rotate and manipulate shapes to develop spatial reasoning skills.</li> </ul>                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>• Identify and name shapes with 4 sides</li> <li>• Combine shapes with 4 sides</li> <li>• Shapes in the environment</li> <li>• My day and night</li> </ul>                               |



# Spring Vale Primary School – Mathematics Medium Term Plan

## Reception – Spring Term

| Unit:             | Children in Reception will be learning to:                                                                                                                                                                                                                                                                                                             | Small Steps:                                                                                                                                                                                                                                                                                    |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Alive in 5        | <ul style="list-style-type: none"><li>Count objects, actions and sounds.</li><li>Subitise</li><li>Link the number symbol (numeral) with its cardinal number value.</li><li>Compare numbers.</li><li>Understand the 'one more than/one less than' relationship between consecutive numbers.</li><li>Explore the composition of numbers to 10.</li></ul> | <ul style="list-style-type: none"><li>Introduce zero</li><li>Find 0 to 5</li><li>Subitise 0 to 5</li><li>Represent 0 to 5</li><li>1 more</li><li>1 less</li><li>Composition</li><li>Conceptual subitising to 5</li></ul>                                                                        |
| Mass and capacity | <ul style="list-style-type: none"><li>Compare length, weight and capacity.</li></ul>                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"><li>Compare mass</li><li>Find a balance</li><li>Explore capacity</li><li>Compare capacity</li></ul>                                                                                                                                                           |
| Growing 6, 7, 8   | <ul style="list-style-type: none"><li>Count objects, actions and sounds.</li><li>Subitise</li><li>Link the number symbol (numeral) with its cardinal number value.</li><li>Compare numbers.</li><li>Understand the 'one more than/one less than' relationship between consecutive numbers.</li><li>Explore the composition of numbers to 10.</li></ul> | <ul style="list-style-type: none"><li>Find 6, 7 and 8</li><li>Represent 6, 7 and 8</li><li>1 more</li><li>1 less</li><li>Composition of 6, 7 and 8</li><li>Make pairs – odd and even</li><li>Double to 8 (find a double)</li><li>Double to 8 (make a double)</li><li>Combine 2 groups</li></ul> |

|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• Conceptual subitising</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                       |
| Length, height and time | <ul style="list-style-type: none"> <li>• Compare length, weight and capacity.</li> </ul>                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>• Explore length</li> <li>• Compare length</li> <li>• Explore height</li> <li>• Compare height</li> <li>• Talk about time</li> <li>• Order and sequence time</li> </ul>                                                                                                                                                                                                                                                  |
| Building 9 and 10       | <ul style="list-style-type: none"> <li>• Count objects, actions and sounds.</li> <li>• Subitise</li> <li>• Link the number symbol (numeral) with its cardinal number value.</li> <li>• Compare numbers.</li> <li>• Understand the 'one more than/one less than' relationship between consecutive numbers.</li> <li>• Explore the composition of numbers to 10.</li> <li>• Automatically recall number bonds for numbers 0–5 and some to 10.</li> </ul> | <ul style="list-style-type: none"> <li>• Find 9 and 10</li> <li>• Compare numbers to 10</li> <li>• Represent 9 and 10</li> <li>• Conceptual subitising to 10</li> <li>• 1 more</li> <li>• 1 less</li> <li>• Composition to 10</li> <li>• Bonds to 10 (2 parts)</li> <li>• Make arrangements of 10</li> <li>• Bonds to 10 (3 parts)</li> <li>• Doubles to 10 (find a double)</li> <li>• Doubles to 10 (make a double)</li> <li>• Explore even and odd</li> </ul> |
| Explore 3-D shapes      | <ul style="list-style-type: none"> <li>• Select, rotate and manipulate shapes to develop spatial reasoning skills.</li> <li>• Continue, copy and create repeating patterns.</li> </ul>                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• Recognise and name 3-D shapes</li> <li>• Find 2-D shapes within 3-D shapes</li> <li>• Use 3-D shapes for tasks</li> <li>• 3-D shapes in the environment</li> <li>• Identify more complex patterns</li> <li>• Copy and continue patterns</li> <li>• Patterns in the environment</li> </ul>                                                                                                                              |



# Spring Vale Primary School – Mathematics Medium Term Plan

## Reception – Summer Term

| Unit:                             | Children in Reception will be learning to:                                                                                                                                                                                                              | Small Steps:                                                                                                                                                                                                                                                                             |
|-----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| To 20 and beyond                  | <ul style="list-style-type: none"><li>Count objects, actions and sounds.</li><li>Subitise</li><li>Link the number symbol (numeral) with its cardinal number value.</li><li>Count beyond ten.</li><li>Compare numbers.</li></ul>                         | <ul style="list-style-type: none"><li>Build numbers beyond 10 (10 – 13)</li><li>Continue patterns beyond 10 (10 – 13)</li><li>Build numbers beyond 10 (14 – 20)</li><li>Continue patterns beyond 10 (14–20)</li><li>Verbal counting beyond 20</li><li>Verbal counting patterns</li></ul> |
| How many now?                     | <ul style="list-style-type: none"><li>Count objects, actions and sounds.</li><li>Subitise</li><li>Link the number symbol (numeral) with its cardinal number value.</li></ul>                                                                            | <ul style="list-style-type: none"><li>Add more</li><li>How many did I add?</li><li>Take away</li><li>How many did I take away?</li></ul>                                                                                                                                                 |
| Manipulate, compose and decompose | <ul style="list-style-type: none"><li>Select, rotate and manipulate shapes to develop spatial reasoning skills.</li><li>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li></ul> | <ul style="list-style-type: none"><li>Select shapes for a purpose</li><li>Rotate shapes</li><li>Manipulate shapes</li><li>Explain shape arrangements</li><li>Compose shapes</li><li>Decompose shapes</li><li>Copy 2-D shape pictures</li><li>Find 2-D shapes within 3-D shapes</li></ul> |

|                          |                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Sharing and grouping     | <ul style="list-style-type: none"> <li>Count objects, actions and sounds.</li> <li>Subitise</li> <li>Link the number symbol (numeral) with its cardinal number value.</li> <li>Compare numbers.</li> </ul> | <ul style="list-style-type: none"> <li>Explore sharing</li> <li>Sharing</li> <li>Explore grouping</li> <li>Grouping</li> <li>Even and odd sharing</li> <li>Play with and build doubles</li> </ul>                                                                                                                                                                                                                                                                                                 |
| Visualise, build and map | <ul style="list-style-type: none"> <li>Continue, copy and create repeating patterns.</li> </ul>                                                                                                            | <ul style="list-style-type: none"> <li>Identify units of repeating patterns</li> <li>Create own pattern rules</li> <li>Explore own pattern rules</li> <li>Replicate and build scenes and constructions</li> <li>Visualise from different positions</li> <li>Describe positions</li> <li>Give instructions to build</li> <li>Explore mapping</li> <li>Represent maps with models</li> <li>Create own maps from familiar places</li> <li>Create own maps and plans from story situations</li> </ul> |
| Make connections         | <ul style="list-style-type: none"> <li>Subitise</li> <li>Continue, copy and create repeating patterns.</li> </ul>                                                                                          | <ul style="list-style-type: none"> <li>Deepen understanding</li> <li>Patterns and relationships</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                        |