



Horsley Church of England Primary School: Mathematics Reception Long Term Plan

Statutory Guidance from the EYFS Framework for Mathematics: 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. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle A Themes/Interests	Happy to be me (All about Me) Jurassic Park	Jurassic Park Royal Patrons (Queen Victoria & Queen Elizabeth II) Come and Join the Celebration	Under the Sea	Never Eat Shredded Wheat (Geography)	Let's Play	No Place like Home
Cycle B Themes/Interests	Tell us a story/ Happily ever after Jurassic Park	Jurassic Park Ticket to Ride The Spirit of Christmas	Come fly with me (Arctic Circle)	If you go down into the Woods...	Unity in the Community	Light up the World
Celebrations	Harvest Festival	Bonfire Night Anti-Bullying week Remembrance Advent Christmas	Chinese New Year	Book Week World Book Day Pancake Day Mother's Day Easter	Pentecost	Father's Day Sports Day
Cycle A Suggested Texts	Funny Bones Helping Hands Goldilocks Dinosaur Alas Tog and Leftover	Dinosaur Bones Dinosaur Atlas Victorian Children at Work Victorian schools and children Santa Claus A Christmas	Fidgerty Fish The Rainbow Fish Looking at animals in the Ocean	Seasons Winter Weather, Rain and Us The Easter Story	Dogger The Three Little Pigs Suddenly	Tudor Homes Farmer Duck Dilly and Dibs This is the bear

		Carol				
--	--	-------	--	--	--	--

Cycle B Suggested Texts	Snow White and the Seven Dwarfs Cinderella Dinosaur Atlas	Dinosaur Atlas Tog and Leftover Mr. Gumpy's Outing My Christmas Stocking Santa Claus	Classic Poems 1 Rhymes around the World The Polar Bear Son The Arctic	Pinocchio The Tiny Seed Goldilocks and the Three bears	We're going on a bear hunt Not Now Bernard	The Owl who was afraid of the dark Seasons Weather, Sun and Us This is the Bear and the Picnic Lunch
The Reception Year provides the foundation for mathematical skills the children will build upon in Year one. Where are they going? Y1 Expectations:	Number and place value (within 20): use the language of: equal to, more than, less than (fewer), most, least Identify and represent numbers using objects and pictorial representations including the number line.	Addition and subtraction (within 20) (addition and subtraction Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) sign Read and write numbers from 1 to 20 in numerals and words.	Number and place value (within 100): Begin to recognise the place value of each digit in a twodigit number (tens, ones)	Fractions: Recognise, find and name a half as one of two equal parts of an object, shape or quantity.	Fractions: Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	Multiplication and Division: Count in multiples of twos, fives and tens solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations.
	Comparing & Estimating: compare, describe and solve practical problems for: lengths and heights , mass/weight, time.	Number Bonds: Represent and use number bonds and related subtraction facts within 20.	Shape: Recognise and name common 2-D and 3-D shapes.	Positional Language: Describe position, direction and movement, including half, quarter and three quarter turns	Money: Recognise and know the value of different denominations of coins and notes.	Time: Tell the time to the hour and half past the hour Recognise and use language relating to dates, including days of the week, weeks, months and years.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Ongoing Mathematical skills developed throughout the year	<ul style="list-style-type: none"> • Link the number symbol with its cardinal number value. • Count beyond ten. • Compare numbers. • Understand the 'one more/one less than' relationship between consecutive numbers. • Compare length, weight, and capacity. • Select, rotate, and manipulate shapes to develop spatial reasoning skills. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. • Days of the week song daily. • Months of the year and seasons. 					
White Rose Maths EYFS Overview Coverage for the Year:	<p>Getting to Know you: settling in, routines, exploring provision.</p> <p>Match, sort and compare.</p> <p>Talk about Measure and Patterns.</p> <p>It's me 1,2,3! - Representing, comparing and composing 1, 2 and 3.</p> <p>Routines, introducing subitising, comparing measures, verbally counting including when singing rhymes.</p>	<p>Circles and Triangles - Exploring circles, triangles and positional language.</p> <p>1,2,3,4,5 – Representing, comparing and composing 1,2,3,4,5.</p> <p>Composition of 4 & 5.</p> <p>Shapes with 4 sides - Identify and name shapes with 4 sides.</p> <p>Count objects, actions, and sounds. Subitising to 5. 2D shapes, One more and one less.</p>	<p>Alive in 5: Introducing 0. Comparing numbers to 5.</p> <p>Comparing mass and capacity.</p> <p>Growing 6,7,8 - 6,7 & 8. Combining two amounts, making pairs.</p> <p>One more and one less. Explore the composition of numbers to 8.</p> <p>Recall number bonds 0-8.</p> <p>Explore the composition of numbers to 8.</p> <p>Recall number bonds 0-8.</p>	<p>Length, Height and Time – Exploring and comparing length and height. Order and sequence time.</p> <p>Building 9 and 10 - Counting to 9 and 10 and representing and comparing numbers to 10.</p> <p>Explore 3D Shapes spatial awareness and patterns.</p> <p>Explore the composition of numbers to 10</p> <p>Subitise (conceptual)</p> <p>Automatic recall number bonds 0-10.</p>	<p>To 20 and Beyond - Building numbers beyond 10. Counting patterns beyond 10.</p> <p>How many now? – First, then, now. Adding more, taking away.</p> <p>Manipulate, compose and decompose - Spatial reasoning, compose and decompose. Explore the composition of numbers beyond 10. Subitise (conceptual)</p> <p>Automatic recall number bonds 0-10.</p>	<p>Sharing and Grouping - doubling, sharing, grouping, odd and even.</p> <p>Visualise, build and map – creating own rules, visualising, building and creating maps.</p> <p>Make Connections – Deeper understanding of patterns and relationships. Create and explore pattern rules.</p> <p>Share, group, equal, even, odd, pattern, create, visualise.</p> <p>Share objects between toys,</p>

	<p>Now, next, more, less, after that, smaller, larger, smallest, largest, number names, words to numbers songs.</p> <p>Using a visual timetable to explain the day, calendar to show the day, date and weather, singing number rhyme songs daily including props and actions – fingers. Munching maths time, Birthday munching maths and hands on explorative maths activities (indoors and out) based on the maths theme using manipulatives.</p>	<p>Number names, count, fewer, less, more, the same, equal, without counting, how many?</p> <p>Model counting objects correctly and incorrectly. Count my claps. Count how many coins in the pot with eyes closed. Dot cards to subitise with. Introduce Numicon and use it to support counting. 2d shapes in provision and around the classroom for children to find. Munching maths time, Birthday munching maths and hands on explorative maths activities (indoors and out) based on the maths theme using manipulatives.</p>	<p>Count, without counting, how many, shape, shape names, flat, sides, corners, smooth, one more, one less, adding one, taking one, bigger, smaller.</p> <p>Number lines in the classroom for children to model one more and one less, starter activities to recap prior learning. Use of Numicon to support counting and combining amounts. Munching maths time, Birthday munching maths and hands on explorative maths activities (indoors and out) based on the maths theme using manipulatives.</p>	<p>Number, number names, count, addition, larger, smaller, odd, even, more, less, number bonds, solid, faces, corners, curved, straight, sides, flat.</p> <p>Continue to access mathematical continuous provision – ten frames, Numicon, using Subitising dot plates and images, number bond songs and using fingers to find answers. Munching maths time, Birthday munching maths and hands on explorative maths activities (indoors and out) based on the maths theme using manipulatives.</p>	<p>Number, number names, count, addition, plus, total, altogether, larger, smaller, total, number bonds.</p> <p>Continue to access mathematical continuous provision – ten frames, Numicon, using Subitising dot plates and images, number bond songs and using fingers to find answers. Munching maths time, Birthday munching maths and hands on explorative maths activities (indoors and out) based on the maths theme using manipulatives.</p>	<p>make equal groups. Create maps of the local area and journeys from Walking Wednesdays. Continue to access mathematical continuous provision – ten frames, Numicon, using Subitising dot plates and images, number bond songs and using fingers to find answers. Munching maths time, Birthday munching maths and hands on explorative maths activities (indoors and out) based on the maths theme using manipulatives.</p>
--	--	---	---	--	---	---

