

Maths Long Term Plan Reception

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12		
Autumn	Baseline		<u>Place Value- Counting and number recognition (0 to 10)</u>					<u>Place Value & Addition (0 to 10- hidden numbers)</u>					Problem solving week SSM	
			<p>30-50m- recites numbers in order to 10. Sometimes matches numeral and quantity correctly. Shows an interest in numerals in the environment. Separates groups in different ways, beginning to recognise that the total is still the same.</p> <p>40-60m- recognises numerals 0 to 5. Counts objects by saying one number name for each item. Counts objects up to 10, and beginning to count beyond. Selects the correct numeral to represent 1 to 5, then 1 to 10</p>					<p>30-50m- recites numbers in order to 10. Sometimes matches numeral and quantity correctly. Shows an interest in numerals in the environment. Separates groups in different ways, beginning to recognise that the total is still the same.</p> <p>40-60m- recognises numerals 0 to 5. Counts objects by saying one number name for each item. Counts objects up to 10, and beginning to count beyond. Selects the correct numeral to represent 1 to 5, then 1 to 10. Finds the total number of items in two groups by counting all of them. Begins to use the vocabulary involved in addition.</p>						
			<u>SSM taught through Red stop learning.</u>											
			<p>30-50m- show an interest in shapes in the environment. Shows an interest in shape and space by playing with shapes or making arrangements with objects. Shows an awareness of similarities in shape. Beginning to talk about the shape of everyday objects.</p> <p>40-60m- Beginning to use mathematical terms to describe shapes and flat 2d shapes and mathematical terms to describe them. Selects a particular named shape.</p>											
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Spring	<u>Placevalue</u> ordering 0 to 10 Place numbers in order.	<u>Addition</u> 30-50m Separates groups in different ways, beginning to recognise that the total is still the same. 40-60m Finds the total number of items in two groups by counting all of them. Begins to use the vocabulary involved in addition.	<u>SSM-Measuring height and length</u> 40-60m- order two or three objects length and height ELG- Use everyday language to talk about size.	<u>SSM-Capacity</u> 40-60m- Order two items by capacity. ELG- Use everyday language to talk about capacity.	<u>Calculation- Subtraction 0 to 10</u> 40-60m-Finds the number that is one less from a group of up to five objects and then ten objects. In practical activities and discussion beginning to use the vocabulary involved in addition and subtracting. ELG- Using quantities and objects, they subtract two single digit numbers and count back to find the answer.	<u>Place value, number recognition (10 to 20)</u>								
						<p>30-50m- recites numbers in order to 10. Sometimes matches numeral and quantity correctly. Shows an interest in numerals in the environment. Separates groups in different ways, beginning to recognise that the total is still the same.</p> <p>40-60m- recognises numerals 0 to 5. Counts objects by saying one number name for each item. Counts objects up to 10, and beginning to count beyond. Selects the correct numeral to represent 1 to 5, then 1 to 10. ELG- to count reliably with numbers from one to 20, place them in order, and say which is one more / one less.</p>								
							<u>SSM taught through Red stop learning.</u>							
							<p>40-60m- can describe their relative position such as behind or next to. Uses familiar objects and common shapes to create a recreate patterns and build models. Use everyday language related to time. Beginning to use everyday language related to money. Orders and sequences familiar events. Measures short periods of time in simple ways</p>							

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Summer	<p align="center"><u>Place Value & Addition (10 to 20 – hidden numbers)</u></p> <p>30-50m- recites numbers in order to 10. Sometimes matches numeral and quantity correctly. Shows an interest in numerals in the environment. Separates groups in different ways, beginning to recognise that the total is still the same.</p> <p>40-60m- recognises numerals 0 to 5. Counts objects by saying one number name for each item. Counts objects up to 10, and beginning to count beyond. Selects the correct numeral to represent 1 to 5, then 1 to 10.</p> <p>ELG- to count reliably with numbers from one to 20, place them in order, and say which is one more / one less. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.</p>						<p align="center"><u>Doubling</u></p> <p>ELG- They solve problems including doubling, halving and sharing.</p>	<p align="center"><u>Halving</u></p> <p>ELG- They solve problems including doubling, halving and sharing.</p>	<p align="center"><u>Sharing</u></p> <p>ELG- They solve problems including doubling, halving and sharing.</p>	<p align="center">Review and Revisit.</p>		
	<p align="center"><u>SSM taught through Red stop learning.</u></p> <p>40-60m- can describe their relative position such as behind or next to. Uses familiar objects and common shapes to create a recreate patterns and build models. Use everyday language related to time. Beginning to use everyday language related to money. Orders and sequences famialry events. Maesures short periods of time in simple ways</p> <p>ELG- Children use everyday language to talk about size, wieight, capacity, position, distance, time nd money to compare quantities and objets and to solve problems. They recognise, create and describe, patterns. They explore characteristics of everyday obejts and shapes and use mathematical language to describe them.</p>											