Maths Medium Term Plan - Progress Map 2021 SMAAA RECEPTION

Autumn Term 1	Autumn Term 2
Baseline Match and sort objects- patterns, animals, socks etc. Reasoning why they are the same/ different. Suggest rules for sorting objects. **Compare amounts -** Compare numbers Link the number symbol (numeral) with its cardinal number value **Compare size, Mass & Capacity-** Make comparisons between objects relating to size, length, weight and capacity **Exploring patterns- copy, create and continue a pattern -** Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern.	**Representing numbers to 5 -** Link the number symbol (numeral) with its cardinal number value. **Comparing numbers to 5 -** Compare numbers. Count objects, actions and sounds. Understand the 'one more than/one less than' relationship between consecutive numbers. **Composition to 5 -** Explore the composition of numbers to 5. Link the number symbol (numeral) with its cardinal number value **Count forwards / backwards to 5 -** Count objects, actions and sounds **Subitising numbers to 5 -** Subitise. **2D Shapes-** Compose and decompose 2D shapes so that children recognise a features. **Positional language/ spatial awareness -** Discuss routes and locations, using words like 'in front of' and 'behind'. **One more and one less to 5 -** Understand the 'one more than/one less than' relationship between consecutive numbers. **Time -** Make comparisons between objects relating to size, length, weight and capacity _____ **RTP- See, explore and discuss models of common 2D and 3D shapes with varied dimensions and presented in different orientations (for example, triangles not always presented on their base).**
Spring Term 1	**Spring Term 2**
Introducing 0 **Number bonds to 5 -** Explore the composition of numbers to 5. Automatically recall number bonds for numbers 0-5. **Subitising numbers to 5 -** Subitise. **Comparing mass-** Compare length, weight and capacity. **Comparing capacity -** Compare length, weight and capacity. **Combining 2 amounts-** Automatically recall number bonds for numbers 0–5 and some to 10.	**Counting to 10** (Count objects, actions and sounds). Link the number symbol (numeral) with its cardinal number value Understand the 'one more than/one less than' relationship between consecutive numbers. **Explore the composition of numbers to 10 -** Have a deep understanding of numbers to 10, including the composition of each number. **Number bonds to 10** - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the

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RTP - Understand the cardinal value of number words, for example understanding that 'four' relates to 4 objects. Subitise for up to 5 items. Automatically show a given number using fingers.

other quantity.

3D / 2D shape - Compose and decompose shapes so that children recognise a shape can have other shapes within it.

Spatial awareness- Draw information from a simple map. Select, rotate and manipulate shapes in order to develop spatial reasoning skills.

Money - Make comparisons between objects relating to size, length, weight and capacity

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RTP - Begin to experience partitioning and combining numbers within 10.

RTP - Play games that involve moving along a numbered track and understand that larger numbers are further along the track.

Summer Term 1

Count to 20 (and some beyond) – numbers beyond 10. Verbally count beyond 20, recognising the pattern of the counting system. Understand the 'one more than/one less than' relationship between consecutive numbers.

Counting patterns - Continue, copy and create repeating patterns.
Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.

Spatial reasoning - Select, rotate and manipulate shapes in order to develop spatial reasoning skills.

Match, Rotate and manipulate- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.

Addition and Subtraction – Have a deep understanding of numbers to 10. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double fact

Compose and decompose - Compose and decompose shapes so that children can recognise a shape can have other shapes within it, just as numbers can.

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RTP - Select, rotate and manipulate shapes for a particular purpose, for example rotating a cylinder so it can be used to build a tower or rotating a puzzle piece to fit in its place

Devise and record number stories, using pictures, numbers and symbols (such as arrows).

Begin to develop a sense of the number system by verbally counting forward to and beyond 20, pausing at each multiple of 10.

Summer Term 2

Doubling
Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Sharing and grouping
Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally

Even & Odd numbers
Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally

Deepening understanding patterns and relationships/ Problem solving
Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Continue, copy and create repeating patterns.

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RTP - Distribute items fairly, for example, put 3 marbles in each bag. Recognise when items are distributed unfairly.

Mathematical Vocabulary- Communication and Language – Developed and embedded throughout the curriculum every term in every area:

- Use a wider range of vocabulary.

- Understand ‘why’ questions, like: “why do you think the caterpillar is so fat?”

• Learn new vocabulary and use throughout the day.

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.