**Frome Valley Reception Long Term Plan**

**Mathematics**

|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
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| **General Topic Themes** | **All About Me!** | **Bears, Bears Everywhere!** | **Traditional Tales!** | **People Who Help Us!** | **Amazing Animals!** | **Come Outside!** |
| **Maths**  *Combination of White Rose Maths and Maths Mastery teaching and learning* | 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. | | | | | |
|  | **Early Mathematical Experiences**  Counting rhymes and songs  Classifying objects based on one attribute Matching equal and unequal sets Comparing objects and sets.  Subitising.  Ordering objects and sets / introduce manipulatives.  Number recognition. 2D Shapes.  **Pattern and early number**  Recognise, describe, copy and extend colour and size patterns Count and represent the numbers 1 to 3 Estimate and check by counting.  Recognise numbers in the environment. | **Numbers within 6**  Count up to six objects.  One more or one fewer  Order numbers 1 – 6 Composition of numbers within six  **Addition and subtraction within 6**  Explore zero  Explore addition and subtraction  **Measures**  Estimate, order compare, discuss and explore capacity, weight and lengths  **Shape and sorting**  Describe, and sort 2-D & 3-D shapes Describe position accurately  **Calendar and time**  Days of the week, seasons  Sequence daily events. | **Numbers within 10**  Count up to ten objects.  Represent, order and explore numbers to ten.  One more or fewer, one greater or less.  **Addition and subtraction within 10**  Explore addition as counting on and subtraction as taking away  **Numbers within 15**  Count up to 15 objects and recognise different representations Order and explore numbers to 15.  One more or fewer | **Grouping and sharing**  Counting and sharing in equal groups. Grouping into fives and tens.  Relationship between grouping and sharing.  **Numbers within 20**  Count up to 10 objects.  Represent, order and explore numbers to 15.  One more or fewer  **Doubling and halving**  Doubling and halving & the relationship between them | **Shape and pattern**  Describe and sort 2-D and 3-D shapes Recognise, complete and create patterns.  **Addition and subtraction within 20**  Commutativity Explore addition and subtraction.  Compare two amounts. Relationship between doubling and halving.    **Money**  Coin recognition and values.  Combinations to total 20p.  Change from 10p.    **Measures**  Describe capacities Compare volumes Compare weights Estimate, compare and order lengths. | **Depth of numbers within 20**  Explore numbers and strategies.  Recognise and extend patterns.  Apply number, shape and measures knowledge.  Count forwards and backwards  **Numbers beyond 20**  One more, one less. Estimate and count. Grouping and sharing. |
| Development Matters 2022  Children in Reception:  • Count objects, actions and sounds. • Subitise. • Link the number symbol (numeral) with its cardinal number value. • Count beyond ten. • Compare numbers. • Understand the ‘one more than/one less than’ relationship between consecutive numbers. • Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0–5 and some to 10. • 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. • Continue, copy and create repeating patterns. • Compare length, weight and capacity. | | | | | |
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