



Reception Long Term/Medium Term Maths Overview

Reception Advent Term - 12 weeks		
Weeks	Maths Topic	Rationale/Links to the Curriculum Covered
1	'Getting to know you'	Reception Baseline check administered
2	'Getting to know you'	
3	Match, sort and compare	<ul style="list-style-type: none"> ● Step 1- Matching is a simple form of sorting and is the beginning of logical thinking. Through matching, children learn one-to-one correspondence. ● Step 2- Matching is a simple form of sorting and is the beginning of logical thinking. Through matching, children learn one-to-one correspondence. Matching objects to pictures develops children's understanding that objects can be represented by pictures. ● Step 3- Identifying and making sets is a precursor to counting. Children need this for the basis of the counting principles of cardinality and one-to-one correspondence. ● Step 4- When children sort objects, they are learning that some things are alike, and some are different. Early experiences of sorting objects into groups according to their similarities helps children to learn how to categorise and is a precursor to classifying.
4	Match, sort and compare	<ul style="list-style-type: none"> ● Step 5- Birth to 5 Matters – Range 6 – Spots patterns in the environment, beginning to identify the pattern “rule”. ● Step 6- Birth to 5 Matters – Range 6 – Spots patterns in the environment, beginning to identify the pattern “rule”. ● Step 7- Development Matters – Reception – Compare numbers. Step 7- Birth to 5 Matters – Range 5 – Compares two small groups of up to five objects, saying when there are the same number of objects in each group.



5	Talk about measure and patterns	<ul style="list-style-type: none">• Step 1- Development Matters – 3 and 4-year-olds – Make comparisons between objects relating to size, length, weight and capacity. Step 1- Birth to 5 Matters – Range 4 – Explores differences in size, length, weight and capacity.• Step 2- Development Matters – 3 and 4-year-olds – Make comparisons between objects relating to size, length, weight and capacity. Step 2- Birth to 5 Matters – Range 5 – In meaningful contexts, finds the longer or shorter, heavier or lighter and more/ less full of two items.• Step 3- Development Matters – 3 and 4-year-olds – Make comparisons between objects relating to size, length, weight and capacity. Step 3- Birth to 5 Matters – Range 5 – In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items.
6	Talk about measure and patterns	<ul style="list-style-type: none">• Step 4- Development Matters – 3 and 4-year-olds – Talk about and identify the patterns around them. Step 4- Birth to 5 Matters – Range 5 – Explores and adds to simple linear patterns of two or three repeating items.• Step 5- Development Matters – Reception – Continue, copy and create repeating patterns. Step 5- Birth to 5 Matters – Range 5 -Explores and adds to simple linear patterns of two or three repeating items. -Joins in with simple patterns in sounds, objects, games and stories, dance and movement, predicting what comes next.• Step 6- Development Matters – Reception – Continue, copy and create repeating patterns. Step 6- Birth to 5 Matters – Range 5 – Creates their own spatial patterns showing some organisation or regularity.
7	It's me 1, 2, 3	<ul style="list-style-type: none">• Step 1- Development Matters – Reception – Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value.



		<p>Step 1- Birth to 5 Matters – Range 5 – Links numerals with amounts up to 5 and maybe beyond.</p> <ul style="list-style-type: none"> • Step 2- Development Matters – Reception – Subitise <p>Step 2- Birth to 5 Matters – Range 5 – Subitises one, two and three objects (without counting)</p> <ul style="list-style-type: none"> • Step 3- Development Matters – Reception – Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value. <p>Step 3- Birth to 5 Matters – Range 5 – Links numerals with amounts up to 5 and maybe beyond.</p>
8	It's me 1, 2, 3	<ul style="list-style-type: none"> • Step 4- Development Matters – Reception – Understand the 'one more than/one less than' relationship between consecutive numbers. <p>Step 4- Birth to 5 Matters – Range 5 – Beginning to recognise that each counting number is one more than the one before.</p> <ul style="list-style-type: none"> • Step 5- Development Matters – Reception – Understand the 'one more than/one less than' relationship between consecutive numbers. <p>Step 5- Birth to 5 Matters – Range 5 – Positive relationships – Emphasise the one more, one less pattern in rhymes and traditional tales, asking children to predict the next number.</p> <ul style="list-style-type: none"> • Step 6- Development Matters – Reception – Explore the composition of numbers to 10 <p>Step 6- Birth to 5 Matters – Range 5 – Separates a group of three or four objects in different ways, beginning to recognise that the total is the same.</p>
9	Circle and Triangles	<ul style="list-style-type: none"> • Step 1- Development Matters – 3 and 4-year-olds – Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language. <p>Step 1- Birth to 5 Matters – Range 6 – Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes.</p> <ul style="list-style-type: none"> • Step 2- Development Matters – 3 and 4-year-olds – Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language.



		<p>Step 2- Birth to 5 Matters – Range 6 – Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes.</p> <ul style="list-style-type: none"> • Step 3- Development Matters – 3 and 4-year-olds – Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language. <p>Step 3- Birth to 5 Matters – Range 6 – Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes.</p> <ul style="list-style-type: none"> • Step 4- Development Matters – 3 and 4-year-olds -Describe a familiar route. -Discuss routes and locations, using words like ‘in front of’ and ‘behind’. <p>Step 4- Birth to 5 Matters – Range 5 – Responds to and uses language of position and direction.</p>
10	1, 2, 3, 4, 5	<ul style="list-style-type: none"> • Step 1- Development Matters – Reception – Link the number symbol (numeral) with its cardinal number value. Step 1- Birth to 5 Matters – Range 5 – Points or touches (tags) each item, saying one number for each item, using the stable order of 1, 2, 3, 4, 5. • Step 2- Development Matters – Reception – Subitise. Step 2- Birth to 5 Matters – Range 6 – Engages in subitising numbers to four and maybe five. • Step 3- Development Matters – Reception – Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value. Step 3- Birth to 5 Matters – Range 5 – Links numerals with amounts up to 5 and maybe beyond.
11	1, 2, 3, 4, 5	<ul style="list-style-type: none"> • Step 4- Development Matters – Reception – Understand the ‘one more than/one less than’ relationship between consecutive numbers. Step 4- Birth to 5 Matters – Range 5 – Beginning to recognise that each counting number is one more than the one before. • Step 5- Development Matters – Reception – Understand the ‘one more than/one less than’ relationship between consecutive numbers.



		<p>Step 5- Birth to 5 Matters – Range 5 – Positive relationships – Emphasise the one more, one less pattern in rhymes and traditional tales, asking children to predict the next number.</p> <ul style="list-style-type: none"> Step 6- Development Matters – Reception – Explore the composition of numbers to 10. Step 6- Birth to 5 Matters – Range 6 – Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects. Step 7- Development Matters – Reception – Explore the composition of numbers to 10. Step 7- Birth to 5 Matters – Range 6 – Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects.
<p>12</p>	<p>Shapes with 4 sides</p>	<ul style="list-style-type: none"> Step 1- Development Matters – 3 and 4-year-olds – Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language. Step 1- Birth to 5 Matters – Range 6 – Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes. Step 2- Development Matters – Reception – Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Step 2- Birth to 5 Matters – Range 5 – Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes. Step 3- Development Matters – Reception – 3 and 4-year-olds – Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language. Step 3- Birth to 5 Matters – Range 5 – Shows awareness of shape similarities and differences between objects. Step 4- Development Matters – 3 and 4-year-olds – Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ Step 4- Birth to 5 Matters – Range 6 – Is increasingly able to order and sequence events using everyday language related to time.



TO BE COMPLETED WHEN SCHEME OF WORK IS RELEASED

Reception Lent Term - 12 weeks		
Weeks	Maths Topic	Rationale/Links to the Curriculum Covered
1	Alive in 5	
2	Alive in 5	
3	Mass and Capacity	
4	Growing 6, 7, 8	
5	Growing 6, 7, 8	
6	Length, height and time	
7	Length, height and time	
8	Building 9 and 10	
9	Building 9 and 10	
10	Building 9 and 10	
11	Explore 3D shapes	
12	Explore 3D shapes	



TO BE COMPLETED WHEN SCHEME OF WORK IS RELEASED

Reception Pentecost Term - 12 weeks		
Weeks	Maths Topic	Rationale/Links to the Curriculum Covered
1	To 20 and beyond	
2	To 20 and beyond	
3	How many now?	
4	Manipulate, compose and decompose	
5	Manipulate, compose and decompose	
6	Sharing and Grouping	
7	Sharing and Grouping	
8	Visualise, build and map	
9	Visualise, build and map	
10	Visualise, build and map	
11	Make connections	
12	Consolidation	