Reception Maths Medium Term Plan

Term 1 & 2	Term 3 & 4	Term 5 & 6
Subitising - identify when a set can be subitised and when counting is needed - subitise different arrangements, both unstructured and structured, including using the Hungarian number frame - make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills **Composition** - spot smaller numbers 'hiding' inside larger numbers **Cardinality, Ordinality and Counting** - Connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers - hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number - develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds **Comparision**	**Subitising** - continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals **Composition** - begin to identify missing parts for numbers within 5 - explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame **Cardinality, Ordinality and Counting** -understand that two equal groups can be called a 'double' and connect this to finger patterns - sort odd and even numbers according to their 'shape' -continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern - order numbers and play track game **Comparison** - focus on equal and unequal groups with comparing numbers - join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers **Space, Shape and Measure**	**Subitising** - continue to identify when sets can be subitised and when counting is necessary - develop conceptual subitising skills including when using a rekenrek **Cardinality, Ordinality and Counting** - continue to develop their counting skills, counting larger sets as well as counting actions and sounds - explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame **Comparison** - compare quantities and numbers, including sets of objects which have different attributes - continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 begin to generalise about 'one more than' and 'one less than' numbers within 10 **Space, Shape and Measure** - Measure the passing of time with timer and stopwatches and sequence events using time language. - Understand the purpose of money and solve problems in practical contexts - Use a variety of non-standard units to measure (weight, length, height, capacity)

- compare sets of objects by matching - begin to develop the language of 'whole' when talking about objects which have parts **Space, Shape and Measure** **-** Use language to describe shapes and their properties in their play, construction and artwork. - explore and experience and range of repeating patterns, continuing existing patterns and creating their own.	- Use mathematical language to describe 2D and 3D shapes, making comparisons between.	and understand the purpose of standard units. Use mathematical language to describe measure. - Develop spacial awareness the language used to describe position and direction.