**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 songsClassifying 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 2022Children 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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