



Year R Maths Medium Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
AUTUMN term 1	Home visits	To count reliably (from 0-20) NPV To count objects to 10, and beginning to count beyond 10 (Can count in a line) NPV	To use one to one correspondence (touch each object and give it a number 0-20) NPV Uses positional language (below, above, next to, beside, in front, behind and on top) GP	To count actions or objects which cannot be moved. NPV	To count objects in a group/irregular arrangement of up to ten objects (same group/different group). NPV	To represent numbers using fingers, marks on paper or pictures. NPV To recognise numerals. (0 to 5, 0-10 & 0-20) NPV	To order numbers to 20. NPV
AUTUMN term 2	To write numbers to 20. NPV	To find/ say the number which is one more or one less than a given number. A & S Describes their relative position such as 'behind' or 'next to'.	Relates addition to combining two groups. A	Relates subtraction to taking away. S	To find one more or one less from a group of up to five objects, then ten objects. A & S	Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. To set out groups and find the total amount. Mx	Uses mathematical terms to describe 2d shapes. GS
SPRING term 1	To estimate how many objects they can see and check by counting. NPV They recognise, create and describe patterns. To count patterns. Mx	To recognise the number of objects in a small group without counting out (subitise). NPV Orders two or three items by length or height. M	Uses quantities and objects, to add two single-digit numbers and count on to find the answer. A	To count on when adding to a group (holding first number in head) A	To add two sets of objects which are the same (cars + cars) then different (apples + bananas) A Orders two items by mass. (using everyday language)	Uses everyday language to solve problems. M Increase one quantity by a given amount to find the total (augmentation) A	

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SPRING term 2	To use quantities and objects, to subtract two single-digit numbers (count on or back) to find the answer. S To count backwards.(on a number line or counting stick.) S	To recognise and name +, =, - signs. A & S To read an addition number sentence. A To solve an addition number sentence. A	To recognise and name +, =, - signs. A & S To read a subtraction sentence. S To solve a subtraction number sentence. S	To share objects equally. D To group objects. D	Orders two items by capacity. (using everyday language) M Uses everyday language to compare quantities & objects. M Uses everyday language to talk about distance. M	Orders and sequences familiar events. M Uses everyday language related to time (begins to identify o'clock) M	
SUMMER term 1	To skip count in 2s, 5s & 10s. Mx To make 5 and 10 (feel the tenness of ten). NPV	To skip count in 2s, 5s & 10s. Mx To arrange an addition number sentence. A&S To arrange a subtraction number sentence. S	To skip count in 2s, 5s & 10s. Mx To halve (an even group up to 12) S & D To solve problems involving grouping and sharing. F	To skip count in 2s, 5s & 10s. Mx To share an even group of objects between 2, between 4. D & F	To skip count in 2s, 5s & 10s. Mx Begin to understand odd and even. Mx & D To count up to 20 (objects/ images in an array) D	To skip count in 2s, 5s & 10s. Mx Uses everyday language to talk about money. M Demonstrates understanding that £1 has greater value than pennies. M	
SUMMER term 2	Shares an even group of objects between 4. D	To know number families to 5, 6 & 10. A & S	To know doubles to 10. A Begin to relate the addition of doubles to counting on	To identify half a group of objects. F	Know and name different coins – 1p, 2p, 5p, 10p, 20p, 50p, £1 & £2. M Can use 1p, 2p,	To identify half a shape. F To put together halves to make whole shapes. F To break an object in half. F	Uses mathematical terms to describe 3d shapes. GS

			(how many wheels on 2 cars? 4... 5,6,7,8 4+4=8) Mx		5p & 10p coins to make amounts up to 20p. M		
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