Year R Maths Medium Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Term 1	Settling in sessions Maths activities provided in CIP sessions	-Explore numbers to gain a deep understanding of numbers to 10 (5 principles of counting/number formation) -Use one to one correspondence (touch each object and give it a number -Know that the last number counted gives the total so far	-Explore numbers to gain a deep understanding of numbers to 10 (5 principles of counting/number formation) -Use one to one correspondence (touch each object and give it a number -Count forwards and backwards 0- 10 -Count objects, actions and sounds	--Count forwards and backwards 0- 10 -Count objects, actions and sounds -Recognise numerals within 10 -Count an irregular arrangement of objects	-Recognise numerals within 10 -Count out objects from a larger group (within 10)	-Subitise numbers up to 5	-Recognise attributes (e.g. stick is long, adults are tall) -Compare 2 items by size and find out which is bigger/smaller -Compare 2 items by length or height (from aligned starting points) and find out which item is longer/shorter, taller, shorter
Term 2	-Show finger numbers up to 5 -Recognise numerals 0- 5 -Link the numeral with its cardinal value 1 to 5 -Count out objects from a larger group (within 10)	-Respond and use language of position and direction -Continue, copy and create a pattern	-Compare collections of different amounts using language such as 'more /fewer' -Know that a number does not change if things are rearranged fewer' -Compare collections of equal amounts using language such as 'same'	-Develop shape awareness through construction (including selecting, rotating and manipulating 2D and 3D shapes)	-Compare 2 items by weight and find out which item is heavier/lighter	-Notice and correct an error in a pattern and discuss how to fix it -Identify the unit of repeat in a pattern	-Christmas patterns -Christmas problem solving (finding all possibilities)
Term 3	-Count forwards and backwards beyond 20 recognising patterns of the counting system -Show finger numbers up to 10 -Recognise numerals 0-10 -Link the numeral with its cardinal value 1 to 10	-Count forwards and backwards beyond 20 recognising patterns of the counting system -Estimate how many objects they can see and check by counting Use reasoning to compare numbers and quantities	- Explore the composition of numbers 1,2,3,4 and 5	-Relate addition to combining 2 groups -To read an addition calculation with + and – and solve	- To relate subtraction to taking away -To read a subtraction calculation with – and = and solve	-Compare 2 items by capacity and find out which item is more full/less full and which holds more than	
Term 4	-Explore using a range of their own marks and signs to which they ascribe mathematical meanings -Know the 'one more than/one less than' relationship between consecutive numbers	-Explore the composition of numbers 6,7,8, -Explore the composition of numbers 9,10	-Record number stories using pictures, numbers and symbols (e.g. arrows) (relating to +) -To solve addition using jottings	-Record number stories using pictures, numbers and symbols (e.g. arrows) (relating -) -To solve subtraction calculations using jottings	-Identify similarities between shapes -Record a pattern and explain the sequence	-Show an awareness of comparison in estimating and testing predicting (e.g. what do you think will happen if we pour this thin jugful into this short fat dish?)-Compare indirectly (e.g. packing a shopping bag- heaviest items first)	

Term 5	-Explore how quantities can be distributed equally (within 10) -Explore and represent odd and even number patterns within numbers up to 10	-Explore and represent double facts within numbers up to 10	-Automatically recall number bonds including subtraction facts (0-5)	-Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can -Show an awareness of properties of shape -Describe properties of shape	-Make a pattern which repeats around a circle - Make a pattern around a border with a fixed number of spaces	-Recognise the relationship between the size and number of units -Begin to use units to compare things	
Term 6	-Compare quantities up to 10 using language 'more than', 'greater than' 'less than', 'fewer', 'the same as' 'equal to'	-Begin to explore and work out mathematical problems including +	-Begin to explore and work out mathematical problems including -	-Automatically recall some number bonds for numbers 0- 10 (including double facts)-	-Begin to use time to sequence events including positional language and relational terms. -Begin to experience specific time durations (including becoming familiar with measuring tools in everyday experiences and play e.g. a stopwatch)	-Identify patterns around us (e.g. stories, songs, rhymes, wallpaper etc - To represent spatial relationships (e.g. maps	-Use own ideas to make models, solve problems and visualise what they will build TRANSITION