Year R Maths Medium Term Plan

Early Learning Goals

Number	**Numerical Patterns**
Children at the expected level of development will: -Have a deep understanding of number to 10, including the composition of each number -Subitise (recognise quantities without counting) up to 5 -Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts	Children at the expected level of development will: -Verbally count beyond 20, recognising the pattern of the counting system -Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity -Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally

Counting and Cardinality, Comparison, Composition, Shape and Spatial Awareness, Measure, Pattern

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Term 1							
MOS throughout the whole term: count forwards and backwards 0-5 and then 0-10 (start with songs, nursery rhymes etc then play games with counting forwards/backwards) Then count reliably to 10 starting from different numbers THROUGH PROVISION: Recognise attributes (e.g. stick is long, adults are tall) Compare 2 items by size and find out which is bigger/smaller	Settling in sessions Maths activities provided in CIP sessions (lots of 'What can you see?' 'What do you notice?')	Subitise to 5 Subitise numbers to 5 (to recognise a small number of objects without having to count them in a regular arrangement, including 0 once 1-3 have been recognised)	NUMBERS 1-5 Count objects, actions and sounds and things that cannot be moved Explore numbers to gain a deep understanding of numbers to 5 (5 principles of counting) Use one to one correspondence (touch each object and give it a number) including counting things of different sizes Know that the last number counted gives the total so far	NUMBERS 1-5 Explore numbers to gain a deep understanding of numbers to 10 (5 principles of counting) Numeral 1-5 (one a day)	NUMBERS 6-10 Count objects, actions and sounds and things that cannot be moved	NUMBERS 6-10 Explore numbers to gain a deep understanding of numbers to 10 (5 principles of counting) Numeral 6-10 (one a day)	Compare collections of different amounts using language such as 'more/fewer' (collections to sort and compare with a very different number of things; have more small things and fewer large things – spread them out and bunch them up) Compare collections of equal amounts using language such as 'same' To use language ;more than', 'less than', 'fewer', 'the same as', 'equal to'
FACT OF THE WEEK		Subitising to 3	Subitising to 3	Subitising to 3	Subitising to 5	Subitising to 5	Subitising to 6
Term 2							

Start number of the week (each Friday – use planning document to support) THROUGH PROVISION: Develop shape awareness through construction (including selecting, rotating and manipulating 2D and 3D shapes) THROUGH PROVISION: To solve a range of jigsaws of increasing challenge	Continue an AB pattern (including patterns horizontally and vertically) Identify the unit of repeat Create your own ABAB pattern Spot an error in an AB pattern	To represent numbers using fingers to 5 Recognise numerals 0- 5 To select the correct numeral to represent 1-5 objects Know that a number does not change if things are rearranged	To represent numbers using fingers to 10 Recognise numerals 0- 10 To select the correct numeral to represent 1-5 objects Know that a number does not change if things are rearranged 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, including 0 being 1 less than 1 Labelling groups with the correct numeral including spotting errors	To describe properties of a shape using informal language To copy increasingly complex 2D pictures and patterns with specifically selected 3D resources To represent spatial relationships (e.g. maps)	Compare 2 items by length (from aligned starting points) and find out which item is longer/shorter (including the use of comparative language 'than') Compare 2 items by height (from aligned starting points) and find out which item is taller/shorter (including the use of comparative language 'than')	Continue an ABC pattern (including patterns horizontally and vertically) Identify the unit of repeat Create your own ABC pattern Spot an error in an ABC pattern Continue a pattern that ends mid-unit **WEEK 8** -Christmas patterns -Christmas problem solving (finding all possibilities)
FACT OF THE WEEK	NUMBER 1	NUMBER 2	NUMBER 3	NUMBER 4	NUMBER 5	NUMNER 6	
Term 3							
	To count verbally beyond 20 Estimate how many objects and check by counting	Explore the composition of numbers 1,2,3 -identify 2 smaller numbers (2 parts) within a number (whole) to support conceptual subitising -partition a number of things into 2 groups and to recombine them to make the same total -explore all the possible pairs of numbers that a number can be partitioned in to -partition a number in to more than 2 parts	Explore the composition of numbers 4, 5 -identify 2 smaller numbers (2 parts) within a number (whole) to support conceptual subitising -partition a number of things into 2 groups and to recombine them to make the same total -explore all the possible pairs of numbers that a number can be partitioned in to -partition a number in to more than 2 parts	Use reasoning to compare numbers and quantities To convert 2 unequal groups into 2 groups that have the same amount of things To compare numbers that are far apart, near to and next to each other	Compare 2 items by capacity and find out which item is more full/less full and which holds 'more than' Compare 2 items by weight and find out which item is heavier/lighter (including the use of comparative language 'than')	Continue an ABB pattern (including patterns horizontally and vertically) Identify the unit of repeat Create your own ABB pattern Spot an error in an ABB pattern Continue a pattern that ends mid-unit	
FACT OF THE WEEK	NUMBER 7			NUMBER 8	NUMBER 9	NUMBER 10	
Term 4							
Term 4	Develop spatial awareness by experiencing different viewpoints	Explore the composition of numbers 6,7,8 -identify 2 smaller numbers (2 parts) within a number (whole) to	Explore the composition of numbers 9, 10 -identify 2 smaller numbers (2 parts) within a number (whole) to	Make predictions during stories, rhymes and songs if one is added to, or if one is taken away	Identify similarities between shapes To describe properties of a shape using informal language	Continue an ABBC pattern (including patterns horizontally and vertically)	

	Respond and use language of position and direction (in, on, under, up, down, across) Respond and use language of which is relative to the viewpoint including what children see from different viewpoints (in front of, behind, forwards, backwards, progressing to left and right)	support conceptual subitising -partition a number of things into 2 groups and to recombine them to make the same total -explore all the possible pairs of numbers that a number can be partitioned in to -partition a number in to more than 2 parts	support conceptual subitising -partition a number of things into 2 groups and to recombine them to make the same total -explore all the possible pairs of numbers that a number can be partitioned in to -partition a number in to more than 2 parts	Record number stories using pictures, numbers and symbols (e.g. arrows)	Identify several examples of the same shape Compare indirectly (e.g. packing a shopping bag- heaviest items first)	Identify the unit of repeat Create your own ABBC pattern Spot an error in an ABBC pattern Continue a pattern that ends mid-unit	
FACT OF THE WEEK	1 and 1 makes 2			2 and 1 makes 3 1 and 2 makes 3	3 and 1 makes 4 1 and 3 makes 4	4 and 1 makes 5 1 and 4 makes 5	
Term 5							
THROUGH PROVISION: To solve problems involving practical situations including justifying their choice (e.g. which of these spoons, ladles etc would you choose to fill this pot the quickest with the rice and why?)	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)	Find 2D shapes within 3D shapes (including through printing or shadow play) To predict what will happen when paper is cut or folded, or shapes are combined	To recognise the relationship between the size and number of units (e.g. an Estimation Station) Begin to use units to compare things (e.g. identical bricks etc)	Generalise structures to another context or mode Make a pattern which repeats around a circle Make a pattern around a border with a fixed number of spaces	
FACT OF THE WEEK	1+1=2	2+2=4		3+3=6	4+4=8	5+5=10	
Term 6							
THROUGH PROVISION: Use own ideas to make models, solve problems and visualise what they will build	Compare quantities up to 10 using language ‘more than’, ‘greater than’, ‘less than’, ‘fewer’, ‘the same as’, ‘equal to’ Show an awareness of comparison in estimating and testing predicting (e.g. which container would be best to store a specific item?)	Automatically recall some number bonds for numbers 0- 10 (including double facts)	Begin to explore and work out mathematical problems including +	Begin to explore and work out mathematical problems including	Begin to use time to sequence events including positional language (before/after) and relational terms (yesterday/tomorrow) Know and order the days of the week	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)	TRANSITION
FACT OF THE WEEK	1+9=10 9+1=10	2+8=10 8+2=10	3+7=10 7+3=10	4+6=10 6+4=10	2+3=5 3+2=5		