Willow Class – Owls/Reception
Mathematics Medium Term Plan

AUTUMN TERM

Throughout	- To reliably count up to 20 objects using 1-1 correspondence - To reliably count up to 10 actions/sounds/pictures (that cannot be seen/moved) - To verbally count forward to at least 20	
Specific objectives to be taught	**Getting to Know You** - Baselines - Building relationships - Assessments **Just Like Me!** - To know when there are different amounts/quantities - To know if there are more/less or the same amount when comparing groups - To use a balance scale to compare weights - To compare and order up to 3 objects in relation to their weight, length or capacity - To recognise a repeating pattern of shapes/objects - To copy a repeating pattern - - -	**It's me 1,2,3** - To state without counting how objects there are (up to 3) - To write the numerals up to 3 - To order a set of quantities from 1-3 - To order a set of numerals from 1-3 - To match the amount in a set to the numeral up to 3 - To know 2D shapes are flat shapes - To know and identify the common 2D shapes – Triangles circles - To know and identify common 2D shapes when they have been rotated - To know 2D shapes can be manipulated and placed together to create new shapes - To create pictures using 2D shapes and discuss the reasons for my choice of shape - To know and use positional language – next to, on top, behind, under **Light and Dark** - To state without counting how objects there are (up to 5) - To write the numerals up to 5 - To order a set of quantities from 1-5 - To order a set of numerals from 1-5 - To match the amount in a set to the numeral up to 5 - To know if there are more/less or the same amount when comparing groups (up to 5) - To compare two numerals and say which is greater than, less than or the same (up to 5) - To know that one less is the number that come before (up to 5) - To know that one more is the number that comes after (up to 5) - To know and identify the common 2D shapes – Shapes with 4 sides - To know and identify common 2D shapes when they have been rotated - To know 2D shapes can be manipulated and placed together to create new shapes - To create pictures using 2D shapes and discuss the reasons for my choice of shape - To use the language of today, yesterday, tomorrow to refer to the days before and after - To say the days of the week in order

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SPRING TERM

Specific objectives to be taught

Alive in 5

- To know that one less is the number that come before **(up to 5)**
- To know that one more is the number that comes after **(up to 5)**
- To find the number that is one less using a number line **(up to 5)**
- To find the number that is one more using a number line **(up to 5)**
- To find one more/less using number lines, objects and mental recall **(up to 5)**
- To combine two parts in different ways **(up to 5)**
- To know that 'whole' describes the total amount
- To know that 'part' describes a portioned set of objects
- To know that parts can be combined to make a whole
- To use the part/part whole method to explore combining amounts and splitting amounts **(up to 5)**
- To use a balance scale to compare weights understanding the lower side is heavier and the higher side is lighter
- To know that if a balance scale is level the weight being compared is equal
- To compare and order up to 3 objects in relation to their **weight or capacity**

Growing 6,7,8

- To write the numerals **6,7,8**
- To order a set of quantities from **1-8**
- To order a set of numerals from **1-8**
- To match the amount in a set to the numeral **up to 8**
- To combine two parts in different ways **(up to 8)**
- To know that 'whole' describes the total amount
- To know that 'part' describes a portioned set of objects
- To know that parts can be combined to make a whole
- To use the part/part whole method to explore combining amounts and splitting amounts **(up to 8)**
- To use the language of addition when combining groups
- To know when two sets of objects are the same amount
- To compare and order up to 3 objects in relation to their **length or height**
- To use non-standard units to measure objects and make comparisons
- To use the language of today, yesterday, tomorrow to refer to the days before and after
- To sequence familiar events and describe the sequence

Building 9 & 10

- To write the numerals **9,10**
- To order a set of quantities from **1-10**
- To order a set of numerals from **1-10**
- To match the amount in a set to the numeral **up to 10**
- To combine two parts in different ways **(up to 10)**
- To know that 'whole' describes the total amount
- To know that 'part' describes a portioned set of objects
- To know that parts can be combined to make a whole
- To use the part/part whole method to explore combining amounts and splitting amounts **(up to 10)**
- To use the language of addition when combining groups
- To combine two parts to create 10 in different ways (Number bonds)
- To know 3D shapes are solid shapes
- To know and identify the common 3D shapes – cube, cuboid, pyramid, cylinder, sphere
- To use vocabulary of sides, corner, straight, curved to describe and talk about shapes
- To build using **3D** shapes and explore the properties of these when building
- To know **3D** shapes can be manipulated and placed together to create new shapes

Consolidation

Can children read and order numbers to 10?
Can children compare amounts, using the language of more, less, equal?
Can children combine numbers using the part/part whole method?
Can children use the language of sequencing such as days of the week, next, then etc?
Can children sequence events?
Do children explore measurements such as length, weight, capacity and use related language?
Can children identify the common 2D and 3D shapes?
Do they use shapes to build and create?

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Summer Term

Specific objectives to be taught	**To 20 and beyond** - To know and use a ten frame to create numbers up to 10 - To know that numbers beyond 10 will have at least one full 10 frame - To show awareness of how the teen numbers are made up of one ten and some ones - To count forward and backward on a number line - To find one more/less using number lines, objects and mental recall - To know and identify common 2D shapes when they have been rotated - To know 2D and 3D shapes can be manipulated and placed together to create new shapes - To create pictures using 2D shapes and discuss the reasons for my choice of shapes **First, then, Now** - To know that 'whole' describes the total amount - To know that 'part' describes a portioned set of objects - To know that parts can be combined to make a whole - To use the part/part whole method to explore combining amounts and splitting amounts - To use the language of addition when combining groups - To use the language of subtraction when splitting groups - To combine two parts to create 10 in different ways (Number bonds) - To know and identify common 2D shapes when they have been rotated - To know 2D and 3D shapes can be manipulated and placed together to create new shapes - To create pictures using 2D shapes and discuss the reasons for my choice of shapes	**Find my pattern** - To know amounts can be split into different groups and we call this sharing - To know when groups have not been shared fairly - To know that we can create different amounts of groups - To know that even numbers are numbers that can be split equally - To know and recall the even numbers to 10 - To know that odd numbers cannot be split equally - To know and recall the odd numbers to 10 - To know that halving is sharing into two equal parts - To know that doubling means making another set that is the same amount (within 10) - To know how to double numbers to double 5 **On the move** - To know how to half numbers within 10 - To continue a repeating pattern ABAB, AABBAA - To create a repeating pattern - To notice and correct an error in a repeating pattern - To know and use positional language – next to, on top, behind, under - To use mathematical knowledge to begin to solve real-world problems that include addition - To use mathematical knowledge to begin to solve real-world problems that include subtraction - To use mathematical knowledge to begin to solve real-world problems that include sharing/grouping