



# RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	TRAFFIC TALES!	AMAZING ANIMALS!	PEOPLE THAT HELP US!	COME OUTSIDE!	ON THE MOVE!
MATHS	<p>Developing a <b>strong grounding in number</b> is essential so that all children develop the necessary <b>building blocks</b> to excel mathematically. Children should be able to <b>count confidently</b>, develop a deep understanding of the <b>numbers to 10</b>, the <b>relationships between</b> them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using <b>manipulatives</b>, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which <b>mastery of mathematics</b> is built. In addition, it is important that the curriculum includes <b>rich opportunities for children to develop their spatial reasoning</b> skills across all areas of mathematics including shape, space and measures. It is important that children <b>develop positive attitudes and interests in mathematics</b>, look for <b>patterns and relationships</b>, spot <b>connections</b>, <b>'have a go'</b>, <b>talk to adults</b> and peers about what they notice and not be afraid to make mistakes.</p>					
<p><b>MATHS</b></p> <p><i>"Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers." – Shakuntala Devi</i></p> <p><b>White Rose Maths</b> <i>Mathematics Mastery</i></p> <p><i>Our educational method is grounded in the conviction that every individual is spiritual by nature and therefore possesses incredible capacity for learning and growth.</i></p>	Early Mathematical Experiences	Numbers within 3	Numbers to 5	Building to 10	Numbers beyond 20	Depth of numbers within 20
	Counting rhymes and songs Classifying objects based on one attribute Matching equal and unequal sets Comparing objects and sets. Subatising. Ordering objects and sets / introduce manipulatives. Number recognition. 2D Shapes.	<b>Representing 1,2,3</b> <b>Comparing 1,2,3</b> <b>Composition of 1,2,3</b>	Count to ten objects Represent, order and explore numbers to 5 One more or fewer, one greater or less Even and odds	<b>Comparing numbers to 10</b> <b>Number bonds to 10</b> Represent, order and explore numbers to ten One more or fewer, one greater or less Even and odds	<b>One more one less</b> <b>Estimate and count</b> <b>Grouping and sharing</b> Describe and sort 2-D and 3-D shapes Recognise, complete and create patterns	<b>Consolidation of previous learning and use these skills in problem solving and reasoning.</b> Explore numbers and strategies Recognise and extend patterns Apply number, shape and measures knowledge spatial reasoning.
	<b>Pattern and early number</b> 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.	<b>Addition and subtraction within 3</b> Explore zero Explore addition and subtraction <b>Measures</b> Estimate, order compare, discuss and explore capacity, weight and lengths	<b>Addition and subtraction within 10</b> Explore addition as counting on and subtraction as taking away	<b>Grouping and sharing</b> Counting and sharing in equal groups Grouping into fives and tens Relationship between grouping and sharing	<b>Addition and subtraction within 20</b> Explore addition and subtraction Compare two amounts Relationship between doubling and halving	<b>Measures</b> Describe capacities Compare volumes Compare weights Estimate, compare and order lengths
		<b>Shape and sorting</b> Describe, and sort 2-D & 3-D shapes Describe position accurately Shapes with 4 sides	<b>Measure, shape and spatial thinking</b> Compare mass and capacity Length, height and time 3d-shapes Patterns	<b>Doubling and halving</b> Doubling and halving & the relationship between them		<b>Count to 100 – rote counting</b>  Throughout the year – When looking at the daily calendar refer to two-digit numbers as 10's and 1's