



Spring Vale Primary School – Mathematics Medium Term Plan

Reception – Autumn Term

EYFS Statutory Educational Programme: Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. – Development Matters (DfE, 2023).

Unit:	Children in Reception will be learning to:	Small Steps:
Match, sort and compare	<ul style="list-style-type: none">Count objects, actions and sounds.	<ul style="list-style-type: none">Match objectsMatch pictures and objectsIdentify a setSort objects to a typeExplore sorting techniquesCreate sorting rulesCompare amounts
Talk about measure and patterns	<ul style="list-style-type: none">Continue, copy and create repeating patterns.Compare length, weight and capacity.	<ul style="list-style-type: none">Compare sizeCompare massCompare capacityExplore simple patternsCopy and continue simple patternsCreate simple patterns
It's me 1, 2, 3	<ul style="list-style-type: none">Count objects, actions and sounds.SubitiseLink the number symbol (numeral) with its cardinal number value.Compare numbers.Understand the 'one more than/one less than' relationship between consecutive numbers.Explore the composition of numbers to 10.	<ul style="list-style-type: none">Find 1, 2 and 3Subitise 1, 2 and 3Represent 1, 2 and 31 more1 lessComposition of 1, 2 and 3

Circles and triangles	<ul style="list-style-type: none"> • Select, rotate and manipulate shapes to develop spatial reasoning skills. 	<ul style="list-style-type: none"> • Identify and name circles and triangles • Compare circles and triangles • Shapes in the environment • Describe position
1, 2, 3, 4, 5	<ul style="list-style-type: none"> • Count objects, actions and sounds. • Subitise • Link the number symbol (numeral) with its cardinal number value. • Compare numbers. • Understand the 'one more than/one less than' relationship between consecutive numbers. • Explore the composition of numbers to 10. 	<ul style="list-style-type: none"> • Find 4 and 5 • Subitise 4 and 5 • Represent 4 and 5 • 1 more • 1 less • Composition of 4 and 5 • Composition of 1 – 5
Shapes with 4 sides	<ul style="list-style-type: none"> • Select, rotate and manipulate shapes to develop spatial reasoning skills. 	<ul style="list-style-type: none"> • Identify and name shapes with 4 sides • Combine shapes with 4 sides • Shapes in the environment • My day and night



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Reception – Spring Term

Unit:	Children in Reception will be learning to:	Small Steps:
Alive in 5	<ul style="list-style-type: none">• Count objects, actions and sounds.• Subitise• Link the number symbol (numeral) with its cardinal number value.• Compare numbers.• Understand the 'one more than/one less than' relationship between consecutive numbers.• Explore the composition of numbers to 10.	<ul style="list-style-type: none">• Introduce zero• Find 0 to 5• Subitise 0 to 5• Represent 0 to 5• 1 more• 1 less• Composition• Conceptual subitising to 5
Mass and capacity	<ul style="list-style-type: none">• Compare length, weight and capacity.	<ul style="list-style-type: none">• Compare mass• Find a balance• Explore capacity• Compare capacity
Growing 6, 7, 8	<ul style="list-style-type: none">• Count objects, actions and sounds.• Subitise• Link the number symbol (numeral) with its cardinal number value.• Compare numbers.• Understand the 'one more than/one less than' relationship between consecutive numbers.• Explore the composition of numbers to 10.	<ul style="list-style-type: none">• Find 6, 7 and 8• Represent 6, 7 and 8• 1 more• 1 less• Composition of 6, 7 and 8• Make pairs – odd and even• Double to 8 (find a double)• Double to 8 (make a double)• Combine 2 groups

		<ul style="list-style-type: none"> • Conceptual subitising
Length, height and time	<ul style="list-style-type: none"> • Compare length, weight and capacity. 	<ul style="list-style-type: none"> • Explore length • Compare length • Explore height • Compare height • Talk about time • Order and sequence time
Building 9 and 10	<ul style="list-style-type: none"> • Count objects, actions and sounds. • Subitise • Link the number symbol (numeral) with its cardinal number value. • Compare numbers. • Understand the 'one more than/one less than' relationship between consecutive numbers. • Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0–5 and some to 10. 	<ul style="list-style-type: none"> • Find 9 and 10 • Compare numbers to 10 • Represent 9 and 10 • Conceptual subitising to 10 • 1 more • 1 less • Composition to 10 • Bonds to 10 (2 parts) • Make arrangements of 10 • Bonds to 10 (3 parts) • Doubles to 10 (find a double) • Doubles to 10 (make a double) • Explore even and odd
Explore 3-D shapes	<ul style="list-style-type: none"> • Select, rotate and manipulate shapes to develop spatial reasoning skills. • Continue, copy and create repeating patterns. 	<ul style="list-style-type: none"> • Recognise and name 3-D shapes • Find 2-D shapes within 3-D shapes • Use 3-D shapes for tasks • 3-D shapes in the environment • Identify more complex patterns • Copy and continue patterns • Patterns in the environment



Spring Vale Primary School – Mathematics Medium Term Plan

Reception – Summer Term

Unit:	Children in Reception will be learning to:	Small Steps:
To 20 and beyond	<ul style="list-style-type: none">Count objects, actions and sounds.SubitiseLink the number symbol (numeral) with its cardinal number value.Count beyond ten.Compare numbers.	<ul style="list-style-type: none">Build numbers beyond 10 (10 – 13)Continue patterns beyond 10 (10 – 13)Build numbers beyond 10 (14 – 20)Continue patterns beyond 10 (14–20)Verbal counting beyond 20Verbal counting patterns
How many now?	<ul style="list-style-type: none">Count objects, actions and sounds.SubitiseLink the number symbol (numeral) with its cardinal number value.	<ul style="list-style-type: none">Add moreHow many did I add?Take awayHow many did I take away?
Manipulate, compose and decompose	<ul style="list-style-type: none">Select, rotate and manipulate shapes to develop spatial reasoning skills.Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.	<ul style="list-style-type: none">Select shapes for a purposeRotate shapesManipulate shapesExplain shape arrangementsCompose shapesDecompose shapesCopy 2-D shape picturesFind 2-D shapes within 3-D shapes

<p>Sharing and grouping</p>	<ul style="list-style-type: none"> • Count objects, actions and sounds. • Subitise • Link the number symbol (numeral) with its cardinal number value. • Compare numbers. 	<ul style="list-style-type: none"> • Explore sharing • Sharing • Explore grouping • Grouping • Even and odd sharing • Play with and build doubles
<p>Visualise, build and map</p>	<ul style="list-style-type: none"> • Continue, copy and create repeating patterns. 	<ul style="list-style-type: none"> • Identify units of repeating patterns • Create own pattern rules • Explore own pattern rules • Replicate and build scenes and constructions • Visualise from different positions • Describe positions • Give instructions to build • Explore mapping • Represent maps with models • Create own maps from familiar places • Create own maps and plans from story situations
<p>Make connections</p>	<ul style="list-style-type: none"> • Subitise • Continue, copy and create repeating patterns. 	<ul style="list-style-type: none"> • Deepen understanding • Patterns and relationships