



RECEPTION MEDIUM TERM PLANS

At Anston Greenlands Primary School we are guided by the White Rose Maths Scheme of Work. This scheme provides guidance only, teachers/staff may adapt the length, content or progression of each unit of work according to the needs of the children.

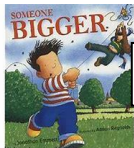
Autumn Term: Weeks 4-6

Just Like Me!

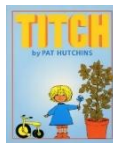
Number	Measure, Shape and Spatial Thinking
Match and Sort Compare Amounts	Compare size, mass and capacity Exploring Pattern
Progression in Small Steps	
Match objects that are the same	
Sort objects based on shared attributes	
Sort the same objects in different ways	
Compare Size	
Compare Amounts	
Compare Height	
Compare Length	
Compare Capacity	
Copy a repeating pattern (ABAB)	
Continue a repeating pattern (ABAB)	
Create a repeating pattern (ABABAB)	

	Three and Four Year Olds	Reception
Development Matters	<p>Compare quantities using language 'more than', fewer than.</p> <p>Make comparisons between objects relating to size, length, weigh and capacity.</p> <p>Talk about and identify the patterns around them.</p> <p>Extend and create ABAB patterns.</p> <p>Notice and correct an error in a repeating patterns.</p>	<p>Continue and copy, and create repeating patterns.</p> <p>Compare length, weight and capacity.</p>
Early Learning Goals	Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or same as the other quantity.	

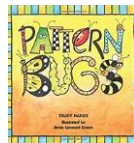
Books



Size



Height



Pattern



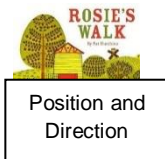
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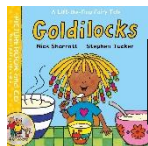
Autumn Term: Weeks 7-9

It's Me 1,2,3

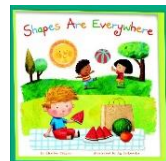
Number	Measure, Shape and Spatial Thinking
Representing 1,2 and 3 Comparing 1,2 and 3 Composition of 1,2 and 3	Circles and Triangles Positional Language
Progression in Small Steps	
Count forwards and backwards to 3	
Subitise numbers to 3	
Representing 1	
Representing 2	
Representing 3	
Sorting 1,2 and 3	
Comparing 1,2 and 3	
Matching quantity and numeral	
Composition of 1, 2 and 3	
Recognising triangles and circles	
Sorting circles and triangles	
Create circles and triangles (printing, construction and art etc)	
Using positional language	



Position and Direction



Counting to 3/3 is



Shapes

	Three and Four Year Olds	Reception
Development Matters	<p>Develop fast recognition of up to three objects without having to count them individually.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)</p> <p>Say one number for each item in order.</p> <p>Link numerals and amounts.</p> <p>Select shapes appropriately.</p> <p>Talk about and explore 2D and 3D shapes.</p> <p>Combine shapes to make new ones.</p> <p>Understand position through words alone. E.g. 'the bear is under the table.'</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'</p>	<p>Count objects, actions and sounds.</p> <p>Subitise.</p> <p>Link the number (numeral) with its cardinal number value.</p> <p>Compare numbers.</p> <p>Explore the composition of numbers to 3.</p> <p>Select, rotate and manipulate shapes to develop spatial reasoning skill</p>
Early Learning Goals	<p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting)</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p>	



RECEPTION MEDIUM TERM PLANS

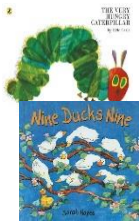
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Autumn Term: Weeks 10-12

Light and Dark

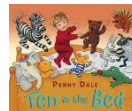
Number	Measure, Shape and Spatial Thinking
Representing Numbers to 5 One more, one less	Shapes with 4 sides Time
Progression in Small Steps	
Count forwards and backwards to 5	
Subitise 4 and 5	
Representing 4	
Representing 5	
Sorting 4 and 5	
Composition of 4	
Composition of 5	
Represent and compare numbers in 5 frames	
Link the one more/one less pattern to counting forward and back	
Find one more and one less	
Recognise squares and rectangles	
Build squares and rectangles	
Combine squares, rectangles and triangles in different ways.	
Talk about day and night.	
Talk about daily routines using time language	
Measure time in simple ways (sand timers, counting 'sleeps' etc)	

	Three and Four Year Olds	Reception
Development Matters	<p>Develop fast recognition of up to three objects without having to count them individually.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)</p> <p>Say one number for each item in order.</p> <p>Link numerals and amounts.</p> <p>Show 'finger numbers' up to 5.</p> <p>Select shapes appropriately.</p> <p>Talk about and explore 2D and 3D shapes.</p> <p>Combine shapes to make new ones.</p> <p>Begin to describe a sequence of events, real or fictional using words such as 'first', 'then'....</p>	<p>Count objects, actions and sounds.</p> <p>Subitise.</p> <p>Link the number (numeral) with its cardinal number value.</p> <p>Compare numbers.</p> <p>Understand the 'one more, one less' relationship between consecutive numbers.</p> <p>Explore the composition of numbers to 5.</p> <p>Select, rotate and manipulate shapes to develop spatial reasoning skills.</p>
Early Learning Goal	<p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting)</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p>	

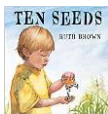


Sequencing
/ Days of
the Week

Books



One
less



One
less

One
less



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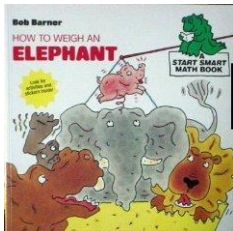
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Spring Term: Weeks 1-3

Alive in 5!

Number	Measure, Shape and Spatial Thinking
Introducing Zero Comparing Numbers to 5 Comparing 4 and 4	Compare Mass (2) Compare Capacity (2)
Progression in Small Steps	
Recognising Zero	
Comparing quantities to 5 (more, fewer or equal)	
Explore different compositions of 4	
Explore different compositions of 5	
Hidden numbers (how many are hiding?)	
Compare Mass	
Describe capacity (empty, full, nearly full, nearly empty etc)	
Compare Capacities	
Compare Numicon in bucket scales	
Balance Numicon in Bucket Scales	

Books



Weight



Representing 5

	Three and Four Year Olds	Reception
Development Matters	<p>Develop fast recognition of up to three objects without having to count them individually.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)</p> <p>Say one number for each item in order.</p> <p>Link numerals and amounts.</p> <p>Compare quantities using language 'more than', 'fewer than'.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Make comparisons between objects relating to size, length, weight and capacity</p>	<p>Count objects, actions and sounds.</p> <p>Subitise.</p> <p>Link the number (numeral) with its cardinal number value.</p> <p>Compare numbers.</p> <p>Understand the 'one more, one less' relationship between consecutive numbers.</p> <p>Explore the composition of numbers to 5.</p> <p>Automatically recall bonds for numbers 0-5.</p> <p>Compare length, weight and capacity.</p>
Early Learning Goal	<p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting)</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p>	



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Spring Term: Weeks 4-6

Growing 6,7, 8

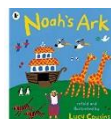
Number	Measure, Shape and Spatial Thinking
6,7 and 8 Making Pairs Combing two groups	Length and Height Time
Progression in Small Steps	
Count accurately up to 8 objects	
Represent 6	
Represent 7	
Represent 8	
Count 6, 7 or 8 objects out from a larger quantity	
Explore different compositions of 6, 7 and 8	
Understand what is meant by a 'pair'	
Arrange small quantities into pairs	
Notice that for some quantities, after pairing, odd one is left over	
Match pairs of different representations of the same number	
Combine two groups	
Combine two groups to make a given total	
Compare lengths (longer, shorter)	
Compare heights (taller, shorter)	
Measure height	
Talk about time using vocab such as 'today, tomorrow, yesterday, soon etc'	
Explore durations of time (E.g. how many start jumps can I do in 30 seconds?)	

	Three and Four Year Olds	Reception
Development Matters	<p>Develop fast recognition of up to three objects without having to count them individually.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle).</p> <p>Say one number for each item in order.</p> <p>Link numerals and amounts.</p> <p>Recite numbers past 5.</p> <p>Compare quantities using language 'more than' 'fewer than'.</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Begin to describe a sequence of events, real or fictional using words such as. 'first', 'then'...</p>	<p>Count objects, actions and sounds.</p> <p>Subitise.</p> <p>Link the number (numeral) with its cardinal number value.</p> <p>Compare numbers.</p> <p>Understand the 'one more, one less' relationship between consecutive numbers.</p> <p>Explore the composition of numbers to 8.</p> <p>Compare length, weight and capacity.</p>
Early Learning Goal	<p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting) up to 5.</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 and some number bonds to 10.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including odds and evens.</p>	

Books



Counting to 8



Pairs



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Spring Term: Weeks 7-9

Building 9 & 10

Number	Measure, Shape and Spatial Thinking
9 and 10 Comparing Numbers to 10 Bonds to 10	3D Shape Pattern (2)
Progression in Small Steps	
Count backwards and forwards to 10	
Accurately count up to 10 objects	
Represent 9	
Represent 10	
Compare two quantities	
Order three or more quantities	
Explore different compositions of 9 and 10	
Explore number bonds to 10	
Explore 3D shapes, Which stack? Which roll?	
Sort and Compare 3D shapes.	
Name 3D shapes.	
Copy more complex patterns E.g AAB AABBB	
Continue more complex patterns E.g AAB AABBB	
Create more complex patterns E.g AAB AABBB	

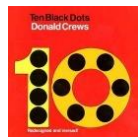
	Three and Four Year Olds	Reception
Development Matters	<p>Develop fast recognition of up to three objects without having to count them individually.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle).</p> <p>Say one number for each item in order.</p> <p>Link numerals and amounts.</p> <p>Recite numbers past 5.</p> <p>Compare quantities using language 'more than', 'fewer than'.</p> <p>Talk about and identify the patterns around them.</p> <p>Extend and create ABAB patterns.</p> <p>Notice and correct an error in repeating patterns.</p> <p>Talk about and explore 3D shapes using informal and mathematical language: 'sides, corners, straight, flat, round'.</p>	<p>Count objects, actions and sounds.</p> <p>Subitise.</p> <p>Link the number (numeral) with its cardinal number value.</p> <p>Compare numbers.</p> <p>Automatically recall number bonds for numbers 0-5 and some to 10.</p> <p>Explore the composition of numbers to 10.</p> <p>Continue, copy and create repeating patterns.</p>
Early Learning Goal	<p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 and some number bonds to 10.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity</p>	



Counting to 10



Counting Back



Counting to 10



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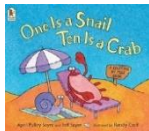
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Summer Term: Weeks 1-3

To 20 and Beyond

Number	Measure, Shape and Spatial Thinking
Building Numbers Beyond 10 Counting Patterns Beyond 10	Spatial Reasoning (1) Match, Rotate, Manipulate
Progression in Small Steps	
Build and identify numbers to 20 (and beyond)	
Explore counting patterns beyond 10 (inc patterns of tens and ones)	
Count on and back from different numbers	
Say which number comes before or after a given number	
Place number sequences in order	
Complete jigsaw and shape puzzles	
Match arrangements of shapes	
Select shapes to complete picture boards or tangram outlines	
Design own pictures using shapes	

	Three and Four Year Olds	Reception
Development Matters	<p>Develop fast recognition of up to three objects without having to count them individually.</p> <p>Recite numbers past 5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle).</p> <p>Say one number for each item in order.</p> <p>Link numerals and amounts.</p> <p>Compare quantities using language 'more than', 'fewer than'.</p> <p>Talk about and explore 2D and 3D shapes using informal and mathematical language: 'sides, corners, straight, flat, round'.</p> <p>Select shapes appropriately.</p>	<p>Count objects, actions and sounds.</p> <p>Subitise.</p> <p>Link the number (numeral) with its cardinal number value.</p> <p>Compare numbers.</p> <p>Understand the 'one more, one less' relationship between consecutive numbers.</p> <p>Explore the composition of numbers to 10.</p> <p>Select, rotate and manipulate shapes to develop spatial reasoning skills.</p>
Early Learning Goal	Verbally count beyond 20, recognising the pattern of the counting system.	
	Subitise (recognise quantities without counting) up to 5.	

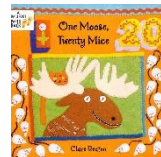


Counting

Books



Shape and Size



Counting 1-20



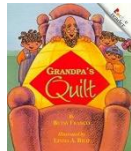
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Summer Term: Weeks 4-6

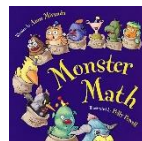
First, Then and Now

Number	Measure, Shape and Spatial Thinking
Adding More Taking Away	Spatial Reasoning (2) Compose and Decompose
Progression in Small Steps	
Adding more using the 'first, then, now' structure (count all to find 'now')	
Adding more using the 'first, then, now' structure (count on to find 'now')	
Adding more – unknown 'then'	
Adding more – unknown 'first'	
Take away objects using the 'first, then, now' structure	
Take away – unknown 'then'	
Combine shapes to make new shapes	
Combine a set of given shapes in different ways	
Break shapes apart to make new shapes	



Books

Solving Problems



Adding More



Taking Away

	Three and Four Year Olds	Reception
Development Matters	<p>Develop fast recognition of up to three objects without having to count them individually.</p> <p>Recite numbers past 5.</p> <p>Show 'finger numbers' up to 5.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Solve 'real world' mathematical problems with numbers up to 5.</p> <p>Talk about and explore 2D and 3D shapes using informal and mathematical language: 'sides, corners, straight, flat, round'.</p> <p>Combine shapes to make new ones.</p> <p>Select shapes appropriately.</p>	<p>Count objects, actions and sounds.</p> <p>Subitise.</p> <p>Link the number (numeral) with its cardinal number value.</p> <p>Compare numbers.</p> <p>Understand the 'one more, one less' relationship between consecutive numbers.</p> <p>Explore the composition of numbers to 10.</p> <p>Compose and decompose shapes so that children recognise a shape can have another number within it, just as numbers can.</p> <p>Select, rotate and manipulate shapes to develop spatial reasoning skills.</p>
Early Learning Goal	<p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Automatically recall (without reference to rhymes or counting aids) number bonds to 5 (including subtraction facts) and some number bonds to 10.</p> <p>Subitise (recognise quantities without counting) up to 5.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p>	



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Summer Term: Weeks 7-9

Find my Pattern

Number	Measure, Shape and Spatial Thinking
Doubling, Sharing and Grouping Even and Odd	Spatial Reasoning (3) Visualise and Build
Progression in Small Steps	
Know that double means 'twice as many'	
Sort Doubles and non-doubles	
Build Doubles	
Recognise and make equal groups	
Share a quantity equally	
Explore quantities that cannot be shared equally between two	
Explore quantities that cannot be put into pairs	
Explore the odd and even number structure with Numicon and tens frames	
Replicate places and models	
Use positional language to describe items in relation to one another	
Visualise simple models by playing barrier games	

Books

Direction and position



	Three and Four Year Olds	Reception
Development Matters	<p>Develop fast recognition of up to three objects without having to count them individually.</p> <p>Recite numbers past 5.</p> <p>Show 'finger numbers' up to 5.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Solve 'real world' mathematical problems with numbers up to 5.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Talk about and explore 2D and 3D shapes using informal and mathematical language: 'sides, corners, straight, flat, round'.</p> <p>Combine shapes to make new ones.</p> <p>Select shapes appropriately.</p>	<p>Count objects, actions and sounds.</p> <p>Subitise.</p> <p>Explore the composition of numbers to 10.</p> <p>Select, rotate and manipulate shapes to develop spatial reasoning skills</p>
Early Learning Goal	<p>Explore and represent patterns in numbers up to ten, including odds and evens, double facts and how quantities can be distributed equally.</p> <p>Automatically recall (without reference to rhymes or counting aids) number bonds to 5 (including subtraction facts) and some number bonds to 10, including double facts</p>	



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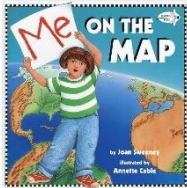
Summer Term: Weeks 10-12

On the Move

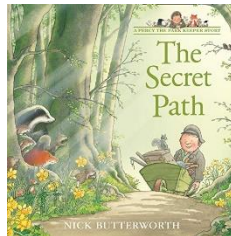
Number	Measure, Shape and Spatial Thinking
Deepening Understanding Patterns and Relationships	Spatial Reasoning (4) Mapping
Progression in Small Steps	
Explore patterns using standard units such as pattern blocks or Cuisenaire rods	
Investigate the relationship between numbers and shapes	
Copy, continue and create patterns	
Copy, continue and create symmetrical constructions	
Explore maps and plans of places	
Create own maps	
Locate a place or object using an x marked on a simple map	

	Three and Four Year Olds	Reception
Development Matters	<p>Experiment with their own symbols and marks as well as numerals.</p> <p>Solve 'real world' mathematical problems with numbers up to 5.</p> <p>Understand position through words alone.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Notice and correct an error in repeating Patterns.</p>	<p>Continue, copy and create repeating Patterns.</p> <p>Select, rotate and manipulate shapes to develop spatial reasoning skills</p>
Early Learning Goal	Explore and represent patterns in numbers up to ten, including odds and evens, double facts and how quantities can be distributed equally.	

Books



Direction and position



Direction and position