

## Reception Medium Term Planning Autumn Term Maths

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Week	White Rose Block	W/C	Main Focus	Key Concepts and Additional focus
1	Getting to Know you	06.09.2021	Numbers - Routine	
2	Getting to know you	13.09.2021	Numbers- Routine, Where things belong, positional language	
3	Getting to know you	20.09.2021	Match	Match and sort, compare amounts, compare size, mass and capacity and exploring pattern.
4	Just like me!	27.09.2021	Sort	
5	Just like me!	04.10.2021	Compare Amount	
6	Just like me!	11.10.2021	Compare size, mass and capacity	
7	It's me 1 2 3!	18.10.2021	Introduce 1 and 0	Representing 1, 2 and 3 Comparing 1, 2 and 3 Composition of 1, 2 and 3 Circles and triangles Positional language
Half Term		25.10.2021	Half Term	
8	It's me 1 2 3!	01.11.2021	Introduce 2	
9	It's me 1 2 3!	08.11.2021	Introduce 3	
10	Light and Dark	15.11.2021	Introduce 4	Representing numbers to 5. One more and one less. Shapes with 4 sides and time.
11	Light and Dark	22.11.2021	Introduce 5	
12	Light and Dark	29.11.2021	1 more/ 1 less	
13		06.12.2021	Consolidation	
14	Measurement/Time	13.12.2021	Consolidation	

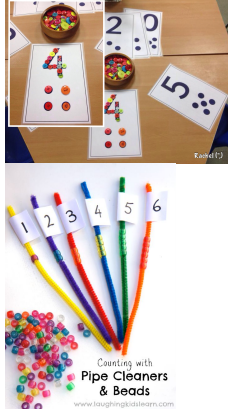
### Autumn 1<sup>st</sup> half

Week	White Rose Scheme	Possible Inputs	Continuous provision
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<p>Week 1: 07.09.2021</p> <p>Getting to know you!</p> <p>Baseline</p>	<p><b>BASELINE</b></p>	<p>Tuesday - I can know that numbers are used to identify how many objects are in a set.</p> <p>Wednesday - To use one to one correspondence when counting.</p> <p>Thursday - To know how numbers are used to describe the position of something.</p> <p>Friday - To sort objects according to similarities and differences</p>	 <p>Bingo dabbers - Can you form the number 1 - 5 correctly. Do you recognise the number?</p> <p>Sorting the different animals - Can you sort the different animals in the correct bowl? (Maths table)</p>
<p>Week 2: 14.09.2020</p> <p>Getting to know you!</p> <p>Baseline</p>	<p><b>BASELINE</b></p>	<p>FOCUS SSM - Mon - To look at similarities and differences in objects. Tues - To describe shapes in the world around them.</p> <p>Wed - Look at the difference between curved and straight lines.</p> <p>Thurs - Describe different shapes in the world around them.</p> <p>Friday - To describe shapes shown in picture books.</p>	<p>Sorting bears - Can you continue the pattern?</p> <p>Show examples of Matisse's cut outs to the children and discuss their content - the subject, the colours and shapes. Encourage the children to use the vocabulary related to shape such as curved, straight. Ask them to use the coloured papers to make their own cut - out pattern to show curved and straight lines. Children then glue their cut - out shapes onto a larger sheet of paper. The children's work can be incorporated into a display</p>

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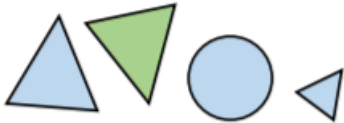
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			The children to draw an outline of the 2d and 3-d everyday shapes as well as geometric shapes. Can they draw an outline onto a piece of paper and then cut them out to stick onto a different piece of paper.
<p>Week 3: 21.09.2020 Getting to know you! Match</p>	<ul style="list-style-type: none"> <li>Provide opportunities for the children to find and match objects which are the same.</li> <li>Can you find one exactly like mine?</li> <li>How do you know it's the same?</li> <li>Can you find one that is different to mine?</li> <li>Why is this one not like mine?</li> <li>Which one is missing?</li> </ul>   <p>Language focus- same/different</p>	<p>Read Noah's Ark- have images for children to pair- which ones go together? Have some animals that are similar but slightly different (e.g tiger/leopard/cat) why aren't they the same? What is the same about them?</p> <ul style="list-style-type: none"> <li>Read Monkey Puzzle by Julia Donaldson</li> <li>Chn to find others in the group with matching number, numicon, card, paired sock, animal, compare bear etc.</li> <li>Selection of children line up. Who is the tallest? Who is the shortest? Can you find someone who is the same height as you?</li> <li>Real socks or visual- Whizzy Whizz's socks are muddled can you help me sort them? Have some that are similar- these both have stripes why don't they match?</li> </ul>	<p>Noahs's Ark toys and images Draw a large Noahs Ark for display and have children cut out paired animals to add Snap Shape/Pattern matching activities Pairs of socks for chn to match and peg up Compare Bears- What is the same? What is different? E.g. They are both blue but one is big and one is small. Comparing height using different objects- can chn build a tower that is the same? Can they build one that is the same height but with different blocks? Sheet with outlines of objects (or numicon) for chn to match the outline to the object Height chart in the classroom Painted stones with patterns for children to match Patterns on large pieces of paper and ovals like bugs for chn to copy</p>

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<p>Week 4: 28.09.2020 Just like me! Sort</p>	<p>Children learn that objects can be sorted into sets based on attributes such as colour, size or shape.</p> <ul style="list-style-type: none"> <li>• What is the same about all the items in my set?</li> <li>• Can you find a button which belongs in my set?</li> <li>• Can you find one that doesn't belong in my set?</li> <li>• Why doesn't it belong?</li> <li>• Can you think of a different sorting rule?</li> </ul> <p>Language focus- same/different, round not/round, describing words (smooth, rough, colours)</p>	<ul style="list-style-type: none"> <li>• Read The Button Box by M. Reid</li> <li>• Read Frog and Toad- A lost Button by Arnold Lobel</li> <li>• Sort real objects into sets- colour, size, texture, 3D properties, 2D properties: use chn's ideas. Can we sort the objects in a different way? Show adding labels- red, hard, big etc.</li> <li>• Get chn to stand up if they have brown hair, like sweets, have a pet</li> <li>• Guess my rule</li> <li>• Which one doesn't belong: <a href="https://wodb.ca/">https://wodb.ca/</a></li> <li>• Odd one out</li> </ul> 	<ul style="list-style-type: none"> <li>• Loose parts to sort</li> <li>• Buttons to sort</li> <li>• Numicon to sort</li> <li>• Sort crockery and cutlery in the home corner- cutlery tray, labelled shelf etc.</li> <li>• Bead/super sorters to separate with fingers or tweezers- allow children to use their own criteria: colour, size etc,</li> <li>• Senses display: soft, hard, scratchy, nice smell, horrible smell etc.</li> <li>• Sorting leaves- leaves/not leaves, round/not round/ red/not red</li> <li>• Labelling areas- big bricks, small bricks, cars etc.</li> <li>• 3D shapes to explore and sort- stack, roll, shape, large, small etc.</li> </ul>
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<p><b>Week 5:</b>  <b>05.10.2020</b>  <b>Just like me!</b>  <b>Compare Amounts</b></p>	<p>Once children can confidently sort collections into sets, they learn that these sets can be compared and ordered. They understand that when making comparisons a set can have more items, fewer items or the same amount of items as another set. They recognise that the number of a set can be changed by adding to it or taking from it.</p> <p>Language focus- more/fewer/equal</p> <div data-bbox="517 611 1084 671">  </div> <p><u>Stories</u></p> <ul style="list-style-type: none"> <li>• A Squash and a Squeeze by Julia Donaldson—enact with a box or hoop to represent the house. How does the house 'feel' as the story progresses? Why do they think the story is called A Squash and a Squeeze? How does the house feel at the end of the story?</li> <li>• Read The Enormous Turnip</li> <li>• Seaweed Soup by Stuart J Murphy</li> </ul>	<ul style="list-style-type: none"> <li>• Have objects on IWB or real objects. How many have I got of each? Which do I have more of? Or fewer of? Have 5 frames on IWB and line-up items using 1-1 correspondence.</li> <li>• Introduce 'equal' and equal symbol and body sign. Are these sets equal or not equal? Have I got the same/more or fewer?</li> <li>• Ask a child to come up to the front. Each grab a handful of cubes, beads or conkers. How many can you hold? Who has the most? Who has the fewest? Have you got the same amount? Use 5 frames to compare and check.</li> <li>• Compare smaller quantities of large items with larger quantities of smaller items e.g 2 large balls with 5 small balls to help children make the distinction between size and quantity. Which set has more? Which set has fewer?</li> </ul>	<ul style="list-style-type: none"> <li>• Dough area- Provide one large ball of dough. Ask the children to share it equally. What happens if someone else wants some?</li> <li>• In the role-play area- do we have a bowl, spoon, cup for all the dolls/chn? How can we share the play food equally? What if someone else joins?</li> <li>• Build a tower from crates, cushions or large outdoor blocks. Challenge the children to make one that is taller, shorter or the same height. How many crates or blocks did they use?</li> </ul>
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<p><b>Week 6: 12.10.2020</b></p> <p><b>Just like me!</b></p> <p><b>Compare, size, mass and capacity!</b></p>	<p>Children learn that objects can be compared and ordered according to their size.</p> <p>Language focus- large/small, big/little, short/tall, tallest/shortest</p> <p><u>Stories to read</u></p> <ul style="list-style-type: none"> <li>• Where's my Teddy by Jez Alborough</li> <li>• It's the Bear by Jez Alborough</li> <li>• Dear Zoo by Rod Campbell</li> <li>• A New House for Mouse by Petr Horacek</li> <li>• My Big by Ed Vere</li> <li>• My Cat Likes to Hide in Boxes by Eve Sutton</li> <li>• Three Billy Goats Gruff</li> <li>• Goldilocks and the Three Bears (and song)</li> </ul>	<ul style="list-style-type: none"> <li>• Compare quantities of different sizes- 2 bowls are larger than 5 spoons and take up more space but 5 is more than 2. (Size vs quantity)</li> <li>• Have a mystery box- What could be inside? What would fit? What wouldn't fit? (Dear Zoo)</li> <li>• Put a selection of numicon into a feely bag. Show a number shape and challenge them to find one that is larger, smaller or exactly the same. Can you find more than one which is larger? Can you find more than one which is smaller? Ask the children to sort ones that are larger, smaller or the same as yours.</li> <li>• Goldilocks and the Three Bears song- size ordering- big/medium/small</li> </ul>	<ul style="list-style-type: none"> <li>• Have teddys bear picnic with a large bear and a small bear- which size item would be better for which bear?</li> <li>• Use boxes to make homes for different toys/animals- which box would be best which toy? (Dear Zoo)</li> <li>• Sand and water- have different containers and scoops to explore capacity</li> <li>• Construction- talk about the long and short blocks</li> <li>• Add a balance to the dough area- can they use the scales to create two equal balls of dough? Which ball has more dough? How do they know? Can you balance this ball of dough? What else weighs the same?</li> <li>• Dominoes</li> <li>• Different size balls in the OA</li> <li>• Draw around your foot. Whose is the longest? Whose is the shortest? Can you find something the same</li> </ul>
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			length/longer/shorter than your foot?
<p><b>Week 7</b></p> <p><b>Exploring Pattern</b></p>	<p>Children copy and create their own simple repeating patterns.</p> <p>Say patterns out loud to help identify the part which repeats and supports them</p> <p>Build patterns vertically and horizontally.</p> <p>Tongue twister patterns.</p> <p>Clap your hands and wriggle your fingers song.</p> <p>Bear hunt- stumble trip, stumble trip.</p> <p>Children to build their own journey outdoors. Over, under, through.</p>	•	•

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	Half Term	•	•
<p><b>Week 1: 19.10.2020</b>  <b>It's Me 1 2 3!</b>  <b>Introduce 1 and 0</b></p>	<ul style="list-style-type: none"> <li>• Recognise 1</li> <li>• Identify the quantity 1 (the oneness of 1)</li> <li>• Subitise 1. Be able to hold up correct number of fingers without counting.</li> <li>• 1 and not 1/equal or not equal</li> <li>• Recognise a 1p coin</li> <li>• Find 1 on the clock</li> <li>• Introduce circle (1 side)</li> <li>• Introduce 0 1 less than 1</li> </ul>	<ul style="list-style-type: none"> <li>• Numberblocks- S1 Episode 1 (One) and NCETM ppt.</li> <li>• Numberblocks- S3 Episode 5 (Zero)</li> <li>• Different images and representations of 1- draw 1 in the air, do 1 clap, 1 hop, 1 head tap etc.</li> <li>• Draw an alien with 1 eye, 1 leg, 1 ear, 1 hat etc.</li> <li>• Introduce 1p coin- Give out a selection of coins to compare or different quantities of 1p coins. Have you got an equal amount or more or fewer? Are your coins the same?</li> </ul>	<ul style="list-style-type: none"> <li>• Start Number of the week display</li> <li>• Number 1 colouring sheets</li> <li>• Design an alien with 1 eye, 1 leg, 1 ear in provision</li> <li>• Circles activity/circle printing</li> <li>• 1p coins to play with/1p coin rubbing</li> </ul>



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		<ul style="list-style-type: none"> <li>• Introduce a circle (oval?). It has one side. Show different circles- are they still circles</li> <li>• Introduce 0</li> </ul>	
<p>Week 2 01.11.2021 It's me 1,2,3! Introduce 2</p>	<ul style="list-style-type: none"> <li>• Recognise 2</li> <li>• Identify the quantity 2 (the twoness of 2)</li> <li>• Know that 2 is 1 more than 1</li> <li>• Know that <math>1 + 1</math> is 2 (double 1)</li> <li>• Know that <math>2 - 1</math> is 1</li> <li>• Recognise a 2p coin - understand it is equivalent to <math>2 \times 1</math>ps</li> <li>• Find 2 on the clock</li> <li>• Be able to continue 2 step repeating patterns</li> <li>• Subitise 2. Be able to hold up correct number of fingers without counting.</li> <li>• 2 and not 2- equal to 2, more than 2 or fewer than 2</li> <li>• Introduce addition symbol</li> </ul>	<ul style="list-style-type: none"> <li>• Numberblocks- S1 Episodes 2 (Another One) and NCETM ppt</li> <li>• Numberblocks- S1 Episodes 3 (Two) and NCETM ppt</li> <li>• Different images and representations of 2- draw 2 in the air, do 2 claps, 2 hops, 2 head taps etc.</li> <li>• 2 Little Dickie Birds</li> <li>• 2 step patterns- clap your hands and wiggle your fingers, red lorry, yellow lorry, AB action patterns (knees, clap, knees, clap)</li> <li>• Make a deliberate mistake with pattern- what's wrong? How can we fix it?</li> <li>• Introduce addition symbol and body sign <math>1 + 1 = 2</math>, double 1 equals 2</li> </ul>	<ul style="list-style-type: none"> <li>• Change number of the week display- 2 eyes. 2 legs, bicycle,</li> <li>• 2 colouring in</li> <li>• Equal/not equal/more than/fewer than</li> <li>• Intro 2p and compare to 1p/coin rubbing- add dot stickers- 1 for 1p coin and 2 for 2p coin</li> <li>• Ways to represent pattern in the environment- blocks, beads, coloring, drawing, snak kebabs, numicon, loose parts, leaves, sticks</li> <li>• Patterns with instruments</li> </ul>
<p>Week 3 08.11.2021 It's me 1,2,3 Week 4 15.10.2021</p>	<ul style="list-style-type: none"> <li>• Recognise 3</li> <li>• Identify the quantity 3 (the threeness of 3)</li> <li>• Know that 3 is 1 more than 2</li> <li>• Know that 3 is 2 more than 1</li> <li>• Know that <math>1 + 2</math> (or <math>2 + 1</math>) is 3</li> <li>• Know that <math>3 - 1</math> is 2 and <math>3 - 2</math> is 1</li> </ul>	<ul style="list-style-type: none"> <li>• Numberblocks- S1 Episodes 4 (Three) and NCETM ppt</li> <li>• Numberblocks- S1 Episodes 5 (One, Two, Threel!) and NCETM ppt</li> </ul>	<ul style="list-style-type: none"> <li>• Change number of the week display- tricycle, triangle</li> <li>• 3 colouring in</li> <li>• Triangle display/investigation</li> </ul>

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<p>Introduce 3</p>	<ul style="list-style-type: none"> <li>Find 3 on the clock</li> <li>Understand number conservation - However you arrange the three objects, there are still 3 (use triangular arrangements and dice).</li> <li>Introduce different triangles with 3 sides.</li> <li>Be able to continue 3 step repeating patterns</li> <li>Subitise 3. Be able to hold up correct number of fingers without counting.</li> <li>Count to 3 - forwards and backwards</li> <li>Compare numbers 1,2 and 3 - more than/equal to/fewer than'</li> <li>Order numbers 1 to 3</li> <li>Know 3 is made of 2 and 1 or 1+1+1</li> <li>Know that 2 is 1 less than 3, 1 is 1 less than 2</li> <li>Count out 3 objects from a larger set.</li> <li>Use a 5 frame and recognise how many spaces there are when it contains 3 objects.</li> <li>Recognise which arrangements of objects contain a group of 3.</li> <li>What shape has 3 sides</li> <li>Encourage children to make triangles.</li> <li>3 Bears</li> <li>3 Little Pigs</li> <li>3 Billy Goats Gruff</li> </ul> <p>When Goldilocks went to the house of the bear.</p>	<ul style="list-style-type: none"> <li>Different images and representations of 3- draw 3 in the air, do 3 claps, 3 hops, 3 head taps etc.</li> <li>Equal to three/more than three/fewer than three</li> <li>The Three Little Pigs</li> <li>Three Blind Mice</li> <li>Introduce and explore triangles</li> <li>Rockets- count to three and back again</li> <li>3 step patterns</li> <li>There isn't a 3p coin- how could we make 3p?</li> </ul>	<ul style="list-style-type: none"> <li>Add 3 of each item to house</li> <li>Junk model rockets</li> <li>Investigate making 3p</li> <li>3 step patterns in the environment</li> </ul>
<p>Week 5 22.11.2021 Light and Dark Introduce 4</p>	<ul style="list-style-type: none"> <li>Recognise 4</li> <li>Count out 4 objects from a larger group and recognize the structure of 4 as a square number and within a five frame Use different arrangements of 4 to explore number conservation.</li> </ul>	<ul style="list-style-type: none"> <li>Numberblocks- S1 Episode 6 (Four) and NCETM ppt</li> <li>Numberblocks- S1 Episode 8 (Three Little Pigs) and NCETM ppt</li> </ul>	<ul style="list-style-type: none"> <li>Change number of the week display</li> <li>4 colouring in</li> <li>Jez Alborough 'Washing Line'- have a washing line to peg 4 items on</li> </ul>

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	<ul style="list-style-type: none"> <li>Recognise 4 items without counting (subitise). Be able to hold up correct number of fingers without counting.</li> <li>Count to 4 (forwards and backwards)</li> <li>Sequence numbers to 4</li> <li>Know that 4 is one more than 3</li> <li>Partition 4 into 3s, 2s and 1s and use the terms add and takeaway to describe the combinations. Double 2 is 4.</li> <li>Find 4 on the clock</li> <li>Introduce a range of quadrilaterals and name the most common (square and rectangle)</li> </ul>	<ul style="list-style-type: none"> <li>Different images and representations of 4- draw 4 in the air, do 4 claps, 4 hops, 4 head taps etc. Look at formation of 4 in a line and 4 as a dice formation</li> <li>Equal to four/more than four/fewer than four</li> <li>Sort 2 legs or 4 legs images- The Gingerbread Man</li> <li>How can we make 4p?</li> </ul>	<ul style="list-style-type: none"> <li>2 legs or 4 legs animal sorting (Gingerbread Man)</li> <li>2,3,4 wheel vehicle sorting</li> <li>Label areas- 2 people, 3 people, 4 people can play here</li> <li>Investigate squares and rectangles</li> </ul>
<p>Week 6 29.11.2021 Light and Dark Introduce 5</p>	<ul style="list-style-type: none"> <li>Recognise 5</li> <li>Count out 5 objects from a larger group and look at ways of arranging (including using a dice arrangement and a 5 frame).</li> <li>Subitise to 5 (include instant recognition of number of fingers held up (to 5). Be able to hold up correct number of fingers without counting.</li> <li>Count forwards and backwards to 5 (encourage children to line up to count)</li> <li>Sequence numbers to 5. Identify missing numbers to 5.</li> <li>Know that 5 is one more than 4</li> <li>Find 5 on the clock</li> <li>Introduce a pentagon</li> </ul>	<ul style="list-style-type: none"> <li>Numberblocks- S1 Episodes 7 (Five) and NCETM ppt</li> <li>Numberblocks- S1 Episodes 9 (Off We Go!) and NCETM ppt</li> <li>Different images and representations of 5- draw 5 in the air, do 5 claps, 5 hops, 5 head taps etc. Look at formation of 5 in a line and 5 as a dice formation</li> <li>Equal to five/more than five/fewer than five</li> <li>Sort different images of 1-5 into the correct box- dice images, the numeral, cube towers, numberblock characters etc.</li> </ul>	<ul style="list-style-type: none"> <li>Change number of the week display</li> <li>5 colouring in</li> <li>Equal/not equal/more than/fewer than</li> <li>Make birthday cards for 5</li> <li>5 songs</li> <li>5 aliens and planets to visit</li> <li>5 finger puppets</li> <li>5 candles in playdough</li> <li>Set home corner up for a birthday party</li> <li>1-5 buckets or boxes- items to sort into them</li> <li>5 ducks/5 speckled frogs etc.</li> </ul>

## Reception Medium Term Planning Autumn Term Maths

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		<ul style="list-style-type: none"> <li>It's Whizzy Whizz's birthday and he's 5!</li> </ul>	
<b>Week 7</b> <b>06.12.2021</b> <b>Light and Dark</b> <b>1 more/ 1 less</b>	<ul style="list-style-type: none"> <li>Say 1 more or 1 less to 5 without counting.</li> <li>Relate taking 1 away to counting backwards</li> <li>Introduce subtraction symbol</li> </ul>	<ul style="list-style-type: none"> <li>Bus ride/sleigh ride- 1 more/1 less</li> <li>Staircases</li> <li>My grandma went to the market</li> <li>Lots of 5 songs- currant buns, little ducks etc.</li> <li>Musical chairs</li> <li>Intro one less, my number, one more display</li> <li>Introduce subtraction symbol and body sign</li> </ul>	<ul style="list-style-type: none"> <li>Intro one less, my number, one more display</li> <li>Sleigh ride/bus in environment</li> <li>Numicon staircase pattern print</li> </ul>
<b>Week 8</b> <b>13.12.2021</b> <b>Measurement/Time.</b>	<ul style="list-style-type: none"> <li>Talk about Night and Day</li> <li>Order daily routines in their day. Use language day/night/morning/afternoon/before/after. Begin to measure time in simple ways (use advent calendar, how many sleeps till Christmas) Fox in the dark. Day Monkey, Night Monkey Peace and Last Funny Bones</li> </ul>		