Newington Green and Rotherfield Maths MTP - Reception

Blue font in Spring/Summer indicates previously untaught objective

Children to revisit and embed learning across the curriculum within continuous and discreet provision.

	Autumn	Spring	Summer
Number and Place Value	**Weeks 1-3**	**Weeks 1-3**	**Weeks 3-6**
	• Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals.	• Subitise. • Count objects, actions and sounds to 10. • Link the number symbol (numeral) with its cardinal number value. • Explore the composition of numbers to 10. • Compare numbers.	• Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. • Continue, copy and create repeating patterns.
	Week 5 - 6	**Week 7 - 8**	
	• Compare quantities using language: 'more than', 'fewer than'. • Subitise.	• Have a deep understanding of number to 10, including the composition of each number.	

<table>
<tr><td></td><td>• Explore the composition of numbers to 5.</td><td>• Subitise (recognise quantities without counting) up to 5.
• Automatically recall number bonds up to 5 and some number bonds to 10</td><td></td></tr>
<tr><td rowspan="4">Addition and Subtraction</td><td>Week 4-5</td><td>Week 4 and Week 9</td><td>Week 1-2</td></tr>
<tr><td>• Compare quantities using language: ‘more than’, ‘fewer than’.</td><td rowspan="3">• Explore the composition of numbers to 10.</td><td rowspan="3">• Have a deep understanding of number to 10, including the composition of each number (counting on and counting back).</td></tr>
<tr><td>Weeks 8-10</td></tr>
<tr><td>• Explore the composition of numbers to 5.
• Understand the ‘one more than/one less than’ relationship between consecutive numbers.
• Automatically recall number bonds for numbers 0–5.</td></tr>
<tr><td rowspan="2">Measurement and Statistics</td><td></td><td>Week 5-6</td><td>Week 8</td></tr>
<tr><td></td><td>• Make comparisons between objects relating to size, length, weight and capacity.
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<tr><td rowspan="3">Geometry and Position & Direction</td><td>Week 6-7</td><td rowspan="3">Week 10 -11</td><td rowspan="3">Week 7</td></tr>
<tr><td>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round.
Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.</td></tr>
<tr><td>Week 11
Understand position through words alone – for example, “The bag is under the table,” – with no pointing.
Describe a familiar route.
Discuss routes and locations, using words like ‘in front of’ and ‘behind’.
Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</td></tr>
<tr><td>Transition</td><td colspan="3">Summer Term Weeks 10 – 12</td></tr>
<tr><td></td><td colspan="3">Working towards expectations for Y1.

Number and Place Value
Count to 100, forwards and backwards, beginning with 0 or 1, or from any given number e.g. 19, 18, 17, 16 …
Given a number, identify one more and one less.
Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.</td></tr>
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	• Read and write numbers from 1 to 20 in numerals and words. • Use language of ordering e.g. first, second, third. **Addition and Subtraction** • Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs • Represent and use number bonds and related subtraction facts within 20, in several forms e.g. 3 + 4 = 7; 4 = 7 – 3. • Add and subtract one-digit and two-digit numbers to 20, including zero e.g. 9 + 9, 18 - 9 • Solve one-step problems (in familiar practical contexts, including using quantities)that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems e.g. 7 = - 9. Problems should include vocabulary such as: put together, add, altogether, total, take away, more than, less than…