



Long Term Curriculum Overview 2019-20

Subject: Mathematics

Year: Reception

'We create a nurturing environment which both inspires and challenges our whole school family, equipping our children to have high aspirations to: 'Dream big, love God and live well.'

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	
Autumn	Baseline Getting to know your learners				Numbers: Counting and recognition				Shape, space and measures: 2D shape		Shape, space and measures: Money		Numbers: Addition and Subtraction			
Spring	Numbers: Counting and recognition			Shape, space and measures: Size, weight and capacity			Numbers: Addition and Subtraction			Shape, space and measures: 3D shape		Shape, space and measures: Time				
Summer	Numbers: Counting and recognition		Numbers: Addition and Subtraction		Numbers: Doubling, halving and sharing			Shape, space and measures: Position and direction			Shape, space and measures: Time	Consolidation/assessments				



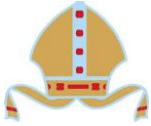
Termly Curriculum Overview 2019-20: Autumn

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Week 1	Week2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15					
<p>Baseline: Getting to know your learners</p> <p>Number recognition baseline 0 - 20</p> <p>Number: Counting objects Counting by rote 1 more/1 less Take away 1 Altogether More Fewer/less</p> <p>Shape, space and measures: 2D Shape recognition: circle, square, triangle, rectangle/oblong. Tallest/shortest</p>				<p>Numbers: Counting and recognition (1 – 5) Children count reliably with numbers from 1 to 5.</p> <p>Recognise some numerals of personal significance.</p> <p>Recognises numerals 1 to 5.</p> <p>Counts up to three or four objects by saying one number name for each item.</p> <p>Count actions or objects which cannot be moved.</p> <p>Selects the correct numeral to represent 1 to 5 objects.</p> <p>Counts an irregular arrangement of up to 5 objects.</p>				<p>Shape, space and measures: 2D shape Explore characteristics of everyday objects and shapes and use mathematical language to describe them. Recognise, create and describe patterns.</p> <p>Beginning to use mathematical names for 'flat' 2D shapes, and mathematical terms to describe shapes.</p> <p>Selects a particular names shape.</p> <p>Use familiar objects and common shapes to create and recreate patterns and build models.</p>				<p>Shape, space and measures: Money Children use everyday language to talk about money.</p> <p>Beginning to use everyday language related to money.</p>				<p>Numbers: Addition and Subtraction Place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single digit numbers and count on or back to find the answer.</p> <p>Uses the language of 'more' and 'fewer' to compare two sets of objects.</p> <p>Finds the total number of items in two groups by counting all of them.</p> <p>Says the number that is one more than a given number.</p> <p>Finds one more or one less from a group of up to five objects.</p> <p>In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting.</p>			



Termly Curriculum Overview 2019-20: Spring

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Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12			
<p><u>Numbers: Counting and recognition (1-10)</u> <u>Children count reliably with numbers from 1 to 10.</u></p> <p>Recognises numerals 1 to 10.</p> <p>Counts out up to 10 objects from a larger group.</p> <p>Count actions or objects, which cannot be moved.</p> <p>Selects the correct numeral to represent 1 to 10 objects.</p> <p>Counts objects to 10.</p> <p>Counts an irregular arrangement of up to 10 objects.</p>			<p><u>Shape, space and measures: Size, weight and capacity</u> <u>Children use everyday language to talk about size, weight and capacity to compare quantities and objects and to solve problems.</u></p> <p>Orders two or three items by length or height.</p> <p>Orders two items by weight or capacity.</p>			<p><u>Numbers: Addition and Subtraction</u> <u>Place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single digit numbers and count on or back to find the answer.</u></p> <p>Uses the language of 'more' and 'fewer' to compare two sets of objects.</p> <p>Finds the total number of items in two groups by counting all of them.</p> <p>Says the number that is one more than a given number.</p> <p>Finds one more or one less from a group of up to 10 objects.</p> <p>In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting.</p> <p>Estimates how many objects they can see and checks by counting them.</p>			<p><u>Shape, space and measures: 3D shape</u> <u>Explore characteristics of everyday objects and shapes and use mathematical language to describe them.</u> <u>Recognise, create and describe patterns.</u></p> <p>Beginning to use mathematical names for 'solid' 3D shapes and mathematical terms to describe shapes.</p> <p>Selects a particular names shape.</p> <p>Use familiar objects and common shapes to create and recreate patterns and build models.</p>			<p><u>Shape, space and measures: Time</u> <u>Children use everyday language to talk about time to compare quantities and to solve problems.</u></p> <p>Uses everyday language related to time.</p> <p>Orders and sequences familiar events.</p> <p>Measures short periods of time in simple ways.</p>		



Termly Curriculum Overview 2019-20: Summer

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Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	
<p>Numbers: Counting and recognition (1-20) Children count reliably with numbers from 1 to 20.</p> <p>Recognises numerals 1 to 20.</p> <p>Counts out up to 20 objects from a larger group.</p> <p>Count actions or objects which cannot be moved.</p> <p>Selects the correct numeral to represent 1 to 20 objects.</p> <p>Counts objects to 20.</p> <p>Counts an irregular arrangement of up to 20 objects.</p>		<p>Numbers: Addition and Subtraction Place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single digit numbers and count on or back to find the answer.</p> <p>Uses the language of 'more' and 'fewer' to compare two sets of objects.</p> <p>Finds the total number of items in two groups by counting all of them.</p> <p>Says the number that is one more than a given number.</p> <p>Finds one more or one less from a group of up to 20 objects.</p> <p>In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting.</p> <p>Estimates how many objects they can see and checks by counting them.</p>		<p>Numbers: Doubling, halving and sharing Solve problems including doubling, halving and sharing.</p> <p>In practical activities and discussion, begin to use the vocabulary involved in doubling, halving and sharing.</p>			<p>Shape, space and measures: Position and direction Children use everyday language to talk about position and distance to compare quantities and objects and to solve problems.</p> <p>Can describe their relative position such as 'behind' or 'next to'.</p>		<p>Shape, space and measures: Time Children use everyday language to talk about time to compare quantities and to solve problems.</p> <p>Uses everyday language related to time.</p> <p>Orders and sequences familiar events.</p> <p>Measures short periods of time in simple ways.</p>		<p>Consolidation/assessments</p>		