



LEIGH ST PETER'S CE PRIMARY SCHOOL

Together with God we challenge minds, recognise talents, and build dreams

LOVE

RESPECT

TRUST

FRIENDSHIP

RESPONSIBILITY

PERSEVERANCE

RESILIENCE

Maths Long Term Overview: Reception

Term	Number of Weeks depends on the ability of the children
Autumn	<ul style="list-style-type: none"> Number and Place Value: Numbers to 5 (One, two, three / Four / Five) Addition and Subtraction: Sorting (Sorting into groups) Number and Place Value: Comparing Groups (Compare objects of identical objects / Compare objects of non-identical objects) Addition and Subtraction: Change within 5 (One more / One less) Measurement: Time (My Day)
Spring	<ul style="list-style-type: none"> Addition and Subtraction: Numbers to 5 (Introducing zero / Number bonds to 5) Number and Place Value: Numbers to 10 (Counting to 6, 7 and 8 / Counting to 9 and 10 / Comparing groups up to 10) Addition and Subtraction: Addition to 10 (Combining two groups to find the whole / Number bonds to 10 (ten frame) / Number bonds to 10 (part, part, whole)) Geometry: Shape and Space (Spatial awareness / 3D shapes / 2D shapes)
Summer	<ul style="list-style-type: none"> Geometry: Exploring Patterns (Exploring simple patterns / exploring more complex patterns) Addition and Subtraction: Count on and back (Adding by counting on / Take away by counting back) Number and Place Value: Numbers to 20 (Counting to 20) Multiplication and Division: Numerical Patterns (Doubling / Halving and Sharing / Odd and Even) Measurement: Measure (Length, Height and Distance / Weight / Capacity)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Baseline			Just Like Me!			It's me 1, 2, 3!			Light and Dark		
Spring	Alive in 5!			Growing 6, 7, 8			Building 9 and 10			Consolidation		
Summer	Superhero to 20 and Beyond!			First, Now, Then			Find my Pattern			On the Move		



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Autumn Term: Reception

Term	Number of Weeks depends on the ability of the children
Autumn	<ul style="list-style-type: none"> Number and Place Value: Numbers to 5 (One, two, three / Four / Five) Addition and Subtraction: Sorting (Sorting into groups) Number and Place Value: Comparing Groups (Compare objects of identical objects / Compare objects of non-identical objects) Addition and Subtraction: Change within 5 (One more / One less) Measurement: Time (My Day)

Number and Place Value: Numbers to 5 (One, two, three / Four / Five)	Addition and Subtraction: Sorting (Sorting into groups)	Number and Place Value: Comparing Groups (Compare objects of identical objects / Compare objects of non-identical objects)	Addition and Subtraction: Change within 5 (One more / One less)	Measurement: Time (My Day)
<p>Teach the children to count forward and backwards to 10.</p> <p>Count up to 3 objects in different arrangements (Stable order)</p> <p>Children to say the total number in the group.</p> <p>Children start to subitise.</p> <p>They can count three objects from a larger group.</p> <p>Apply the above to 4 and 5.</p> <p>Introduce a five frame for 5.</p>	<p>Children to understand objects can be sorted according to different criteria.</p> <p>Children will be able to come up with own criteria.</p>	<p>When comparing objects children should line them up to make direct comparisons.</p> <p>Using a five frame can help with comparisons.</p> <p>Children begin to understand the relationship between the number name, the place value and the position in the counting order to support when comparing numbers.</p> <p>Once children can sort collect they can then start to compare the sets by using the above.</p>	<p>Finding one more to 5.</p> <p>Children need to be encourage to make the link one more than a number is the next number in the counting order.</p> <p>Finding one less than 5.</p> <p>Children need to be encourage to make the link one less than a number is the next number in the counting backwards</p>	<p>Children to use language of before, after, next, soon and later to describe events.</p> <p>Use today, tomorrow and yesterday.</p> <p>Children to begin to measure time in simple ways.</p>



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Spring Term: Reception

Term	Number of Weeks depends on the ability of the children
	<ul style="list-style-type: none"> Addition and Subtraction: Numbers to 5 (Introducing zero / Number bonds to 5) Number and Place Value: Numbers to 10 (Counting to 6, 7 and 8 / Counting to 9 and 10 / Comparing groups up to 10) Addition and Subtraction: Addition to 10 (Combining two groups to find the whole / Number bonds to 10 (ten frame) / Number bonds to 10 (part, part, whole)) Geometry: Shape and Space (Spatial awareness / 3D shapes / 2D shapes)

Addition and Subtraction: Numbers to 5 (Introducing zero / Number bonds to 5)	Number and Place Value: Numbers to 10 (Counting to 6, 7 and 8 / Counting to 9 and 10 / Comparing groups up to 10)	Addition and Subtraction: Addition to 10 (Combining two groups to find the whole / Number bonds to 10 (ten frame) / Number bonds to 10 (part, part, whole))	Geometry: Shape and Space (Spatial awareness / 3D shapes / 2D shapes)
<p>Children will learn the number name ZERO and the symbol 0 and will understand these can be used to represent a quantity</p> <p>Opportunities need to be given for the children to represent 0 using real objects and mathematical equipment.</p> <p>Number songs which count back will be used to help the children understand 0 is one less than one.</p> <p>Children understand numbers can be made by combining smaller numbers, including 0.</p> <p>Use real life objects and familiar context to support the children understand the composition of 5, including ten frames and part, part, whole models..</p>	<p>Continue to apply the counting principles when counting 6, 7 and 8.</p> <p>Count forward and backward.</p> <p>Represent the numbers in different ways, including counting out from a larger group.</p> <p>Place amounts onto a ten frame to help children subitise the numbers.</p> <p>As above for 9 and 10.</p> <p>Children to line amounts up to directly compare the amounts.</p> <p>As children understanding of number develops they will be able to use their knowledge of where each number sits in relation to each other.</p> <p>Compare two groups, then three.</p>	<p>Children to learn to combine two groups to find out how many there are altogether.</p> <p>Children to subitise where appropriate.</p> <p>Children may need to count in ones.</p> <p>Part whole model to be used to illustrate the relationship between the parts.</p>	<p>Children to explore number bonds to 10 using a ten frame.</p> <p>Ten frames can be used to show the '10 and a bit' structure and the 'pair' structure.</p> <p>Children to be encouraged to use other resources—fingers, numicon and bead strings to show number bonds to 10.</p>



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Summer Term: Reception

Term	Number of Weeks depends on the ability of the children
	<ul style="list-style-type: none"> ▪ Geometry: Exploring Patterns (Exploring simple patterns / exploring more complex patterns) ▪ Addition and Subtraction: Count on and back (Adding by counting on / Take away by counting back) ▪ Number and Place Value: Numbers to 20 (Counting to 20) ▪ Multiplication and Division: Numerical Patterns (Doubling / Halving and Sharing / Odd and Even) ▪ Measurement: Measure (Length, Height and Distance / Weight / Capacity)

Addition and Subtraction: Numbers to 5 (Introducing zero / Number bonds to 5)	Number and Place Value: Numbers to 10 (Counting to 6, 7 and 8 / Counting to 9 and 10 / Comparing groups up to 10)	Addition and Subtraction: Addition to 10 (Combining two groups to find the whole / Number bonds to 10 (ten frame) / Number bonds to 10 (part, part, whole))	Geometry: Shape and Space (Spatial awareness / 3D shapes / 2D shapes)
<p>Children will learn the number name ZERO and the symbol 0 and will understand these can be used to represent a quantity</p> <p>Opportunities need to be given for the children to represent 0 using real objects and mathematical equipment.</p> <p>Number songs which count back will be used to help the children understand 0 is one less than one.</p> <p>Children understand numbers can be made by combining smaller numbers, including 0.</p> <p>Use real life objects and familiar context to support the children understand the composition of 5, including ten frames and part, part, whole models..</p>	<p>Continue to apply the counting principles when counting 6, 7 and 8.</p> <p>Count forward and backward.</p> <p>Represent the numbers in different ways, including counting out from a larger group.</p> <p>Place amounts onto a ten frame to help children subitise the numbers.</p> <p>As above for 9 and 10.</p> <p>Children to line amounts up to directly compare the amounts.</p> <p>As children understanding of number develops they will be able to use their knowledge of where each number sits in relation to each other.</p> <p>Compare two groups, then three.</p>	<p>Children to learn to combine two groups to find out how many there are altogether.</p> <p>Children to subitise where appropriate.</p> <p>Children may need to count in ones.</p> <p>Part whole model to be used to illustrate the relationship between the parts.</p>	<p>Children to explore number bonds to 10 using a ten frame.</p> <p>Ten frames can be used to show the '10 and a bit' structure and the 'pair' structure.</p> <p>Children to be encouraged to use other resources—fingers, numicon and bead strings to show number bonds to 10.</p>