

Autumn term 2020

KB/CN

Reception

Week	Pages	Development Matters Objectives	Objectives: children will be taught to
1&2	Development Matters 40-60+ months	Recognise some numerals of personal significance. Recognises numerals 1 to 5. Counts up to three or four objects by saying one number name for each item. Counts actions or objects which cannot be moved. Counts objects to 10, and beginning to count beyond 10. Counts out up to six objects from a larger group. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Counts an irregular arrangement of up to ten objects.	Objectives: children will be taught to Say and use number names to 5 in order in familiar contexts, e.g. number rhymes, songs, stories. Recite number names in order from 1 up to 10 extend to for more able to 20. Assessment to give baseline entry
3	Development Matters 40-60+ months	Recognise some numerals of personal significance. Recognises numerals 1 to 5. Counts up to three or four objects by saying one number name for each item. Counts actions or objects which cannot be moved. Counts objects to 10, and beginning to count beyond 10. Counts out up to six objects from a larger group. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Counts an irregular arrangement of up to ten objects.	Say and use number names to 10 in order in familiar contexts, e.g., number rhymes, songs, stories. Recite number names in order from 1 up to 10. Assessment to give baseline entry
4	Development Matters 40-60+ months	They recognise, create and describe patterns. Uses familiar objects and common shapes to create and recreate patterns and build models Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape.	Use language such as <i>round</i> , <i>circle</i> , <i>square</i> to describe shapes. Name 2D and 3D shapes Use shapes to make pictures and patterns.
5	Development Matters 40-60+ months	Orders two items by weight or capacity Orders two or three items by length or height.	<u>Measure Baseline</u> Use language to make direct comparisons of two lengths, height, capacity or weight
6	Development Matters 40-60+ months	Uses the language of 'more' and 'fewer' to compare two sets of objects. Finds one more or one less from a group of up to five objects, then ten objects. Says the number that is one more than a given number	Say and use number names to 10 in order in familiar contexts, e.g. number rhymes, songs, stories. Recite number names in order from 1 up to 20. <u>Focus on more than:</u> Use language such as <i>more</i> and <i>greater</i> to compare two numbers up to 5 and then 10 say which is more.
7	Development Matters 40-60+ months	Uses the language of 'more' and 'fewer' to compare two sets of objects. Finds one more or one less from a group of up to five objects, then ten objects. Says the number that is one more than a given number	Say and use number names to 10 in order in familiar contexts, e.g. number rhymes, songs, stories. Recite number names in order from 1 up to 20. <u>Focus on less than:</u> Use language such as <i>less</i> , or <i>smaller</i> to compare two numbers up to 5 and then 10 say which is less.
8	Development Matters 40-60+ months	Uses the language of 'more' and 'fewer' to compare two sets of objects. Finds one more or one less from a group of up to five objects, then ten objects. Says the number that is one more than a given number	<u>Focus on more and less:</u> Find <i>one more</i> or <i>one less</i> than a number up to 10 and then 20. Use of number line to recognise numbers and solve problems related to more/less.
9	Development Matters 40-60+ months	Beginning to use everyday language related to money. Children use everyday language to talk about to solve problems money to compare quantities.	<u>Money (Maths and Science Week)</u> Recognise simple coins Solve practical problems involving counting in 'real life' or role play. Sort and match objects.
10	Development Matters 40-60+ months	They recognise, create and describe patterns. Uses familiar objects and common shapes to create and recreate patterns and build models Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape.	<u>3D Shapes:</u> Name and describe 3D shapes. Introduce shape names and properties Select particular named shape and sort.
11	Development Matters 40-60+ months	In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Records, using marks that they can interpret and explain.	<u>Subtraction</u> Children solve simple subtraction problems relating to songs and stories.
12	Development Matters 40-60+ months	Orders two items by weight or capacity Orders two or three items by length or height. Measures short periods of time in simple ways. Orders and sequences familiar events. Uses everyday language related to time.	<u>Time – Seasons</u> Begin to use vocabulary of time – months and seasons Sequence familiar events.
13		Assess and Review	
14	Development Matters 40-60+ months	In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Records, using marks that they can interpret and explain. Begins to identify own mathematical problems based on own interests and fascinations.	The 12 days of Christmas problem solving using powerpoint.
15	Development Matters 40-60+ months	In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Records, using marks that they can interpret and explain. Begins to identify own mathematical problems based on own interests and fascinations.	Christmas themed problem solving