Marton Manor
Maths Medium-Term Plan & Small Steps: Reception
Autumn Term

	Subitising	Cardinality, Ordinality, Counting	Composition	Comparison	It's Me 1,2,3	Shapes With 4 Sides	Circles & Triangles	Alive in 5
	2 weeks	2 weeks	2 weeks	2 weeks	1 week	1 week	1 week	1 week
National Curriculum	**Mastering Number** **Small Steps** • perceptually subitise within 3 • identify sub-groups in larger arrangements • create their own patterns for numbers within 4 • practise using their fingers to represent quantities which they can subitise • experience subitising in a range of contexts, including temporal patterns made by sounds • subitise within 5, perceptually and conceptually, depending on the arrangements.	**Mastering Number** **Small Steps** • relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set • have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song • have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting • have opportunities to develop an understanding that anything can be counted, including actions and sounds • explore a range of strategies which support accurate counting • continue to develop their counting skills • explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand • begin to count beyond 5 • begin to recognise numerals, relating these to quantities they can subitise and count.	**Mastering Number** **Small Steps** • see that all numbers can be made of 1s • compose their own collections within 4. • explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot • explore the composition of numbers within 5. •	**Mastering Number** **Small Steps** • understand that sets can be compared according to a range of attributes, including by their numerosity • use the language of comparison, including 'more than' and 'fewer than' • compare sets 'just by looking'. • compare sets using a variety of strategies, including 'just by looking', by subitising and by matching • compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts. •	**Development Matters** • Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value. **Birth to 5 Matters** • R5: Links numerals with amounts up to 5 and maybe beyond.	**Development Matters** • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language. **Birth to 5 Matters** • R6: Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes.	**Development Matters** • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language. **Birth to 5 Matters** Range 6 – Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes	**Development Matters** • Explore the composition of numbers to 10. • Understand the 'one more than/one less than' relationship between consecutive numbers. • Count objects, actions and sounds. • Subitise. • Link the number symbol (numeral) with its cardinal number value. **Birth to 5 Matters** • R5: Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers • Beginning to use understanding of number to solve practical problems in play and meaningful activities
Small Steps					• Find 1, 2 and 3 • Subitise 1, 2 and 3 • Represent 1, 2 and 3 • 1 more • 1 less • Composition of 1, 2 and 3	**Use *Number Sense* subitise / composition animations during this block as starters to keep it fresh** • Identify and name shapes with 4 sides • Combine shapes with 4 sides • Shapes in the environment • My day and night	**Use *Number Sense* subitise / composition animations during this block as starters to keep it fresh** • Identify and names circles • Identify and name circles • Compare circles • Compare triangles • Shapes in the environment • Describe position	• Introduce zero • Find 0 to 5 • Subitise 0 to 5 • Represent 0 to 5 • 1 more • 1 less • Composition Conceptual subitising to 5
Enrichment				World Statistics Day (20.10.23)				LET Christmas Problems & Puzzles

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Maths Medium-Term Plan Small Steps: Reception
Spring Term

	Subitising	Cardinality, Ordinality, Counting	Composition	Comparison	Growing 6,7,8	Building 9 and 10
	2 weeks	2 weeks	2 weeks	2 weeks	2 weeks	2 weeks
National Curriculum	**Mastering Number Small Steps** • increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements • explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part • experience patterns which show a small group and '1 more' • continue to match arrangements to finger patterns. • explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'	**Mastering Number Small Steps** • continue to develop verbal counting to 20 and beyond • continue to develop object counting skills, using a range of strategies to develop accuracy • continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10 • order numbers, linking cardinal and ordinal representations of number • continue to consolidate their understanding of cardinality, working with larger numbers within 10 • become more familiar with the counting pattern beyond 20	**Mastering Number Small Steps** • continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5 • explore the composition of 6, linking this to familiar patterns, including symmetrical patterns • begin to see that numbers within 10 can be composed of '5 and a bit' • explore the composition of odd and even numbers, looking at the 'shape' of these numbers • begin to link even numbers to doubles • begin to explore the composition of numbers within 10	**Mastering Number Small Steps** • continue to compare sets using the language of comparison, and play games which involve comparing sets • continue to compare sets by matching, identifying when sets are equal • explore ways of making unequal sets equal. • compare numbers, reasoning about which is more, using both an understanding of the 'how many ness' of a number, and its position in the number system	**Development Matters** • Explore the composition of numbers to 10. • Understand the 'one more than/one less than' relationship between consecutive numbers. • Count objects, actions and sounds. • Subitise. • Link the number symbol (numeral) with its cardinal number value. **Birth to 5 Matters** • R5: Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers • Beginning to use understanding of number to solve practical problems in play and meaningful activities • R5: Beginning to recognise that each counting number is one more than the one before • R5: Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same	**Development Matters** • Explore the composition of numbers to 10. • Understand the 'one more than/one less than' relationship between consecutive numbers. • Count objects, actions and sounds. • Subitise. • Link the number symbol (numeral) with its cardinal number value. **Birth to 5 Matters** • R5: Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers • Beginning to use understanding of number to solve practical problems in play and meaningful activities • R5: Beginning to recognise that each counting number is one more than the one before • R5: Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same
Small Steps					• Find 6, 7 and 8 • Represent 6, 7 and 8 • 1 more • 1 less • Composition of 6, 7 and 8 • Make pairs-odd and even • Double to 8 (find a double) • Double to 8 (make a double) • Combine 2 groups • Conceptual subitising	• Find 9 and 10 • Compare numbers to 10 • Represent 9 and 10 • Conceptual subitising to 10 • 1 more • 1 less • Composition to 10 • Bonds to 10 (2 parts) • Make arrangements of 10 • Bonds to 10 (3 parts) • Doubles to 10 (find a double) • Explore even and odd
Enrichment		International Puzzle Day (29.01.24)	NSPCC Number Day (02.02.24)	World Maths Day (23.03.24)		LET Easter Problems & Puzzles

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Maths Medium-Term Plan Small Steps: Reception
Summer Term

	Subitising	Cardinality, Ordinality, Counting	Composition	Comparison	To 20 And Beyond	Find My Pattern
	2 weeks	2 weeks	2 weeks	2 weeks	1 week	1 week
National Curriculum	**Mastering Number Small Steps** • continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns • use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number • subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10 • be encouraged to identify when it is appropriate to count and when groups can be subitised	**Mastering Number Small Steps** • continue to develop verbal counting to 20 and beyond, including counting from different starting numbers • continue to develop confidence and accuracy in both verbal and object counting.	**Mastering Number Small Steps** • explore the composition of 10	**Mastering Number Small Steps** • order sets of objects, linking this to their understanding of the ordinal number system	**Development Matters** • Count beyond ten. • Count objects, actions and sounds. • Link the number symbol (numeral) with its cardinal number value. **Birth to 5 Matters** • R6: Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects • R6: Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three R6: In practical activities, adds one and subtracts one with numbers to 10	**Development Matters** • Continue, copy and create repeating patterns. **Birth to 5 Matters** • R6: Spots patterns in the environment, beginning to identify the pattern "rule" • R6: Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat
Small Steps					• Build numbers beyond 10 (10 - 13) • Continue patterns beyond 10 (10-13) • Build numbers beyond 10 (14-20) • Continue patterns beyond 10 (14-20) • Verbal counting beyond 20 • Verbal counting patterns	Use Number Sense subitise / composition animations during this block as starters to keep it fresh • Identify units of repeating patterns • Create own pattern rules • Explore own pattern rules • Replicate and build scenes and constructions • Visualise from different positions • Describe positions • Give instructions to build • Explore mapping • Represent maps with models • Create own maps from familiar places • Create own maps and plans from story situations
Enrichment		Women in Maths Day (12.05.24)	National Numeracy Day (15.05.24)	My Money Week (12-16.06.24)	Alan Turing Day (23.06.24)	LET Summer Problems & Puzzles