

Reception

Term by Term Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Au	Baseline			Shape, space and measures: 3D and 2D shapes		Numbers: counting and recognition			Shape, space and measures: money	Numbers: addition and subtraction		
Sp	Numbers: counting and recognition			Shape, space and measures: position and distance			Numbers: addition and subtraction			Shape, space and measures: 3D and 2D shapes		Shape, space and measures: time
Su	Numbers: counting and recognition		Numbers: addition and subtraction		Numbers: doubling, halving and sharing			Shape, space and measures: size, weight and capacity			Consolidation/assessments	

Term by Term Objectives

Autumn

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
<u>Baseline</u>			<p><u>Shape, space and measures</u> <u>2D and 3D shape</u> <u>Explore characteristics of everyday objects and shapes and use mathematical language to describe them. Recognise, create and describe patterns</u></p> <p>Beginning to use mathematical names for 'flat' 2D shapes and 'solid' 3D shapes, and mathematical terms to describe shapes</p> <p>Selects a particular named shape</p> <p>Use familiar objects and common shapes to create and recreate patterns and build models</p>		<p><u>Numbers</u> (Using numbers 1 – 5) <u>Counting and number recognition</u> <u>Children count reliably with numbers from 1 to 5</u></p> <p>Recognise some numerals of personal significance 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><u>Shape, space and measures</u> <u>Money</u></p> <p><u>Children use everyday language to talk about money</u></p> <p>Beginning to use everyday language related to money</p>		<p><u>Numbers</u> (Securing numbers 1-5) <u>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 five objects</p> <p>In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting</p>		

Term by Term Objectives

Spring

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</u> (Using numbers 1 – 10) <u>Counting and number recognition</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</u> <u>Position and distance</u> <u>Children use everyday language to talk about position and distance to compare quantities and objects and to solve problems</u></p> <p>Can describe their relative position such as 'behind' or 'next to'</p>			<p><u>Numbers</u> (Securing numbers 1-10) <u>Addition and subtraction</u></p> <p><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</u> <u>2D and 3D shape</u> <u>Explore characteristics of everyday objects and shapes and use mathematical language to describe them. Recognise, create and describe patterns</u></p> <p>Beginning to use mathematical names for 'flat' 2D shapes and 'solid' 3D shapes and mathematical terms to describe shapes</p> <p>Selects a particular named shape</p> <p>Use familiar objects and common shapes to create and recreate patterns and build models</p>			<p><u>Shape, space and measures</u> <u>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>	

Term by Term Objectives

Summer

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</u> (Using numbers 1 – 20)</p> <p><u>Counting and number recognition</u></p> <p><u>Children count reliably with numbers from 1 to 20</u></p> <p><u>Recognises numerals 1 to 20</u></p> <p>Counts out up to 20 objects from a larger group 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><u>Numbers</u> (Securing numbers 1-20)</p> <p><u>Addition and subtraction</u></p> <p><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 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><u>Numbers</u></p> <p><u>Doubling, halving and sharing</u></p> <p>Solve problems including doubling, halving and sharing In practical activities and discussion, begin to use the vocabulary involved in doubling, halving and sharing</p>	<p><u>Shape, space and measures</u></p> <p><u>Size, weight and capacity</u></p> <p><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>Time at the beginning or end of the term for consolidation, gap filling, seasonal activities, assessments, etc</p>							