Reception Medium Term Planning Summer Term Maths

Week	White Rose Block	W/C	Main Focus	Key Concepts and Additional focus
1	To 20 and beyond		Building numbers beyond 10	Encourage the children to build and identify numbers to 20 (and beyond) using a range of resources. 10 frames, number shapes, towers of cubes and bead strings all support the children to see that large numbers are composed of full 10s and part of the next 10. Provide opportunities for children to recognise that the numbers 1- 9 repeat after each full 10. So they have 1 full ten and 1, and so on.
2	To 20 and beyond		Counting patterns beyond 10	Provide regular opportunities for children to count in and back beyond 19. Representations and numerals can support children to count on and back and notice the repeating 1 – 9 patterns. Provide representations, which clearly show the full 10s and the part of 10, for example 14 is one full ten and four. Encourage the children to count on or back from different starting points, to say what comes before or after a given number and to place sequences of numbers in order. You can also challenge them to find larger numbers on number tracks and 100 squares.
3	To 20 and beyond		Spatial reasoning: match, rotate and manipulate	Provide regular opportunities for the children to complete jigsaws and shape puzzles. They need opportunities to select and rotate shapes to fill a given space. Encourage them to explain why they chose a particular shape and why a different shape would not fit. Provide opportunities for the children to match arrangements of shapes, prompting them to use positional language to describe where the shapes are in in relation to one another. Ask the children to select shapes to complete picture boards or tangram outlines.
4	First Then and Now		Adding more	Encourage the children to use real objects to see the quantity of a group can be changed by adding more. Then first, the, now structure can be used to create mathematical stories in meaningful contexts. At first, the children may need to re- count all of the items to see how many have altogether. E.g. 1,2,3,4…,5,6,7 When they are ready, support them to count on E.g. 4…, 5, 6, 7 Encourage the children to represent the number stories using 10 frames, number tracks and their fingers.
5	First Then and Now		Taking away	Encourage children to use real objects to see that the quantity of a group can be changed by taking items away. The first, then, now structure can again be used to create mathematical stories in meaningful contexts. Encourage the children to count out all of the items at the

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				start, take away the required amount practically, and then subitise or recount to see how many are left. Continue to encourage the children to represent the number stories using 10 frames, number tracks and their fingers.
6	First Then and Now		Spatial reasoning: Compose and Decompose	Children understand that shapes can be combined and separated to make new shapes. Provide opportunities for the children to fit shapes together and break shapes apart and to notice the new shapes they have created. Investigate how many different ways a given shape can be built using smaller shapes.
Half Term				
7	Find My Pattern		Doubling	The children will learn that double means "twice as many". They should be given opportunities to build doubles using real objects and mathematical equipment. Building number using pair – wise patterns on 10 frames helps the children to see the doubles. Mirrors and barrier games are fun way for children to see doubles as they build and to explore early symmetry. Encourage children to say the doubles as they build them, e.g. double 2 is 4. Provide examples of doubles and non – doubles for the children to sort and explain why.
8	Find my Pattern		Sharing and grouping	During snack time or group activities, encourage them to check that items are shared equally and that everyone has the same. The children should also be given opportunities to recognise and make equal groups. For example, can you put 3 crackers on each plate or plant 2 flowers into each pot. What groups do they notice on a bead string? The children will notice that sometimes there are items left over when they share or group. Encourage them to come up with their own suggestions for how to resolve this.
9	Find My Pattern		Even and Odd	The children begin to understand that some quantities will share equally into 2 groups and some won't. they may also notice that some quantities can be grouped into pairs and some will have one left over. Provide opportunities for them to explore these ideas in different contexts as they play and talk about what they notice. Encourage the children to notice the odd and even structure on the number shapes and by building pair – wise patterns on the 10 frames.

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10	On the Move		Deepening Understanding	Children ned time and opportunities to engage extended problem solving and developing their critical thinking skills. These problems can be linked to familiar stories or come from the children's suggestions or real problems that arise as they play. Encourage the children to discuss different possible starting points. Children might need support to carry out their plans and to make adaptions as they go along. Afterwards, encourage the children to review and discuss their strategies. Which were the most successful, which didn't work and why?
11	On the Move		Patterns and Relationships	Children should be given opportunities to explore and investigate relationships between numbers and shapes. Classroom resources based around a standard unit such as Cuisenaire rods, pattern blocks and unit construction blocks are good for exploring these relationships. Children should also continue to copy, continue and create a widening range of repeating patterns and symmetrical constructions. Draw children's attention to patterns in stories from a range of cultures.
12	On the Move		Spatial Reasoning	The children understand that we can make maps and plans to represent places and use these to see where things are in relation to other things. Provide a range of maps and plans for the children to look at and discuss. What can they see on the map? Where would we put the carpet area on a map of our classroom? Provide opportunities for them to create their own maps.