



Thomson House School

Maths Medium Term Guide

Reception

This document is to be used as a guide. The number of weeks to spend on each topic depends on the children's understanding so therefore you might need to spend more/less time on each topic. Teachers should ensure that these objectives are covered practically in both the indoor and outdoor learning area.

	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 Shape, space and measures <ul style="list-style-type: none"> Explore characteristics of everyday objects and shapes and use mathematical language to describe them. Recognise, create and describe patterns. Beginning to use mathematical names for 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape. Use familiar objects and common shapes to create and recreate patterns and build models. Children use everyday language to talk about money. Beginning to use everyday language related to money. 			Numbers (Using numbers 1 – 5) Focus on one number a week <ul style="list-style-type: none"> Children count reliably with numbers from 1 to 5 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. Count actions or objects which cannot be moved. Selects the correct numeral to represent 1 to 5 objects. Counts an irregular arrangement of up to 5 objects. Place them in order and say which number is one more or one less than a given number. 				Shape, Space, Measure <ul style="list-style-type: none"> Matching, comparing and creating sets of objects Using language to discuss the what's the same and what's different between objects. Applying this language to capacity and weight – identifying different amounts of liquid and weight of objects. Unpicking what is not a set and why; misconceptions/no n-examples/ 			Numbers (Securing numbers 1-5) <ul style="list-style-type: none"> Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. Uses the language of 'more' and 'fewer' to compare two sets of objects. Finds the total number of items in two groups by counting all of them. Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects. In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting. 	

Spring	Numbers 6,7,8, 9, 10 <ul style="list-style-type: none"> • Children count reliably with numbers from 1 to 10 • Recognises numerals 1 to 10. • Counts out up to 10 objects from a larger group. • Count actions or objects which cannot be moved. • Selects the correct numeral to represent 1 to 10 objects. • Counts objects to 10. • Counts an irregular arrangement of up to 10 objects • Place them in order and say which number is one more or one less than a given number. • Says the number that is one more than a given number. • Finds one more or one less from a group of up to 10 objects. 	Shape, space and measures <ul style="list-style-type: none"> • Children use everyday language to talk about size, weight and capacity to compare quantities and objects and to solve problems. • Orders two or three items by length or height. • Orders two items by weight or capacity. 	Numbers (Securing numbers 1-10) <ul style="list-style-type: none"> • Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. • Uses the language of 'more' and 'fewer' to compare two sets of objects. • Finds the total number of items in two groups by counting all of them. • In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting. • Estimates how many objects they can see and checks by counting them. 	Shape, space and measures <ul style="list-style-type: none"> • Explore characteristics of everyday objects and shapes and use mathematical language to describe them. • Recognise, create and describe patterns. • Beginning to use mathematical names for 'solid' 3D shapes and mathematical terms to describe shapes. • Selects a particular named shape. • Use familiar objects and common shapes to create and recreate patterns and build models 	Shape, space and measures <ul style="list-style-type: none"> • Children use everyday language to talk about time to compare quantities and to solve problems. • Uses everyday language related to time. • Orders and sequence s familiar events. • Measures short periods of time in simple ways
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Summer	Numbers (Using numbers 1 – 20) <ul style="list-style-type: none"> • Children count reliably with numbers from 1 to 20 • Recognises numerals 1 to 20. • Counts out up to 20 objects from a larger group. • Count actions or objects which cannot be moved. • Selects the correct numeral to represent 1 to 20 objects. • Counts objects to 20. • Counts an irregular arrangement of up to 20 objects. 	Numbers (Securing numbers 1-20) <ul style="list-style-type: none"> • 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. • Uses the language of 'more' and 'fewer' to compare two sets of objects. • Finds the total number of items in two groups by counting all of them. • Says the number that is one more than a given number. • Finds one more or one less from a group of up to 20 objects. • In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting. 	Numbers <ul style="list-style-type: none"> • Solve problems including doubling, halving and sharing In practical activities and discussion • Begin to use the vocabulary involved in doubling, halving and sharing. 	Shape, space and measures <ul style="list-style-type: none"> • Children use everyday language to talk about position such as 'behind' or 'next to', and distance to compare quantities and objects and to solve problems 	
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| | | <ul style="list-style-type: none">• Estimates how many objects they can see and checks by counting them. | | | |
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