



Ridgmont Lower School Reception Year Maths Planning by Term

| Autumn | Spring | Summer |
|---|---|---|
| <ul style="list-style-type: none"> ➤ Understanding Number ➤ Numbers and Sets ➤ Comparison and Measures ➤ Patterns ➤ Shapes | <ul style="list-style-type: none"> ➤ Understanding Number ➤ Addition and Subtraction ➤ Comparison and Measures ➤ Money and Coins ➤ Shape | <ul style="list-style-type: none"> ➤ Understanding Number ➤ Addition and Subtraction ➤ Patterns ➤ Comparison and Measures ➤ Shapes and Sorting |

Vocabulary

| | | | | | |
|---|---|---|---|---|--|
| <p>how many? number numerals to 20 repeating patterns next symmetry symmetrical mirror most fewest minutes quicker slower now longer shorter longest shortest measure shortest smallest even square rectangle sides</p> | <p>how many? most fewest smallest number add more less guess before after first second third missing clock watch Monday Tuesday Wednesday Thursday Friday Saturday Sunday o'clock</p> | <p>January February March April Amy June July August September October November December left right in front behind light heavy lighter heavier lightest heaviest balance fair</p> | <p>count on how many left? cuboid tetrahedron cylinder cube cone square-based pyramid</p> | <p>teen tens numerals to 100 full half full half empty empty how many more? add altogether balance pair net cuboid tetrahedron cylinder cube cone square-based pyramid triangle rectanhgle circle square side different</p> | <p>the same one more one less twos fives tens o'clock before after later earlier next first half double equal half quarter how many? numbers to 100</p> |
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For further information as to what is covered under each heading and the Early Learning Goals, please see below

| Short Block | Units | Early Learning Goals | Development Matters statements |
|--------------------------------|-------------------------------------|---|--|
| Understanding Number | Counting and naming numerals | 11.1 Have a deep understanding of number to 10, including the composition of each number. 11.2 Subitise (recognise quantities without counting) up to 5. 12.1 Verbally count beyond 20, recognising the pattern of the counting system. | Count objects and actions. Subitise. Link a numeral with its cardinal number value, to 5 and beyond. Compare numbers. |
| | Ordering numbers; sequencing | 11.1 Have a deep understanding of number to 10, including the composition of each number 12.1 Verbally count beyond 20, recognising the pattern of the counting system. 12.2 Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. | Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value. Compare numbers. |
| Shapes and Patterns (A) | Exploring and playing with symmetry | N/A | Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Continue, copy and create repeating patterns. |
| | Exploring repetitive patterns | None, but the key mathematical topic of pattern is covered, as in Development Matters . | Continue, copy and create repeating patterns. |



| Short Block | Units | Early Learning Goals | Development Matters statements |
|-------------|-------------------------------------|--|--|
| How many? | Count 'How many?'; match one-to-one | 11.1 Have a deep understanding of number to 10, including the composition of each number. 11.2 Subitise (recognise quantities without counting) up to 5. 12.1 Verbally count beyond 20, recognising the pattern of the counting system. 12.2 Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. | Count objects and actions. Subitise. Link a numeral with its cardinal number value, to 5 and beyond. Compare numbers. |
| | One more and one less, up to 12 | 11.1 Have a deep understanding of number to 10, including the composition of each number 11.2 Subitise (recognise quantities without counting) up to 5. 12.1 Verbally count beyond 20, recognising the pattern of the counting system. 12.3 Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. | Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. |
| Time | Introducing time | 11.1 Have a deep understanding of number to 10, including the composition of each number 12.1 Verbally count beyond 20, recognising the pattern of the counting system. 12.2 Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. | Count objects and actions. Compare numbers. Count beyond ten. |



| Short Block | Units | Early Learning Goals | Development Matters statements |
|-----------------|-------------------------------------|--|---|
| Number and Sets | Partitioning to create number bonds | 11.1 Have a deep understanding of number to 10, including the composition of each number. 11.3 Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. 12.3 Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. | Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–10. |
| | Recording number bonds | 11.1 Have a deep understanding of number to 10, including the composition of each number. 11.2 Subitise (recognise quantities without counting) up to 5. 11.3 Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. 12.3 Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. | Subitise. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–10. |



| Short Block | Units | Early Learning Goals | Development Matters statements |
|--------------------------------|---------------------------------------|--|--|
| Comparison and Measures | Comparing lengths | 11.1 Have a deep understanding of number to 10, including the composition of each number. 11.2 Subitise (recognise quantities without counting) up to 5. 12.1 Verbally count beyond 20, recognising the pattern of the counting system. 12.2 Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. | Count objects and actions. Compare numbers. Compare length, weight and capacity. |
| | Comparing measures directly | 12.1 Verbally count beyond 20, recognising the pattern of the counting system. 12.2 Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. | Count objects and actions. Compare numbers. Compare length, weight and capacity. |
| Shapes and Patterns (B) | Counting in 2s; odd/even numbers | 11.1 Have a deep understanding of number to 10, including the composition of each number 12.1 Verbally count beyond 20, recognising the pattern of the counting system. 12.3 Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. | Count objects, actions and sounds. Count beyond ten. Continue, copy and create repeating patterns. |
| | Exploring and playing with 2-D shapes | 11.1 Have a deep understanding of number to 10, including the composition of each number. | Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. |



| Short Block | Units | Early Learning Goals | Development Matters statements |
|----------------------|---------------------------|--|---|
| Understanding Number | Counting and estimating | 11.1 Have a deep understanding of number to 10, including the composition of each number. 11.2 Subitise (recognise quantities without counting) up to 5. 12.1 Verbally count beyond 20, recognising the pattern of the counting system. 12.2 Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. | Count objects and actions. Subitise. Link a numeral with its cardinal number value, to 5 and beyond. Count beyond 10. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. |
| | Order and compare numbers | 11.1 Have a deep understanding of number to 10, including the composition of each number. 11.2 Subitise (recognise quantities without counting) up to 5. 12.2 Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. | Count objects and actions. Subitise. Link a numeral with its cardinal number value, to 5 and beyond. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. |
| Position and Time | Where is it? | N/A | Select, rotate and manipulate shapes in order to develop spatial reasoning skills. |
| | Time | <i>'Understanding the World' links to be made, as well as pre-requisite skills for telling the time in Y1.</i> Links loosely also with ELGs 11.1 and 12.2. | N/A |



| Short Block | Units | Early Learning Goals | Development Matters statements |
|-------------------------------------|----------------------------------|--|---|
| Addition and Subtraction (A) | Partition to create number bonds | 11.1 Have a deep understanding of number to 10, including the composition of each number. 11.3 Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. | Link a numeral with its cardinal number value, to 5 and beyond. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–10. |
| | Say the number 1 more/ less | 11.1 Have a deep understanding of number to 10, including the composition of each number. 11.3 Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. | Count objects and actions. Subitise. Understand the ‘one more than/one less than’ relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–10. |
| Comparison and Measures | Comparing weights | None, but the key mathematical topic of measures is covered, as in Development Matters . | Compare length, weight and capacity. |
| | Measuring weights | 11.1 Have a deep understanding of number to 10, including the composition of each number. 12.1 Verbally count beyond 20, recognising the pattern of the counting system. 12.2 Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. | Count objects. Link a numeral with its cardinal number value, to 5 and beyond. Compare numbers. Compare length, weight and capacity. |



| Short Block | Units | Early Learning Goals | Development Matters statements |
|------------------------------|----------------------------------|--|---|
| Addition and Subtraction (B) | Count on to add | 11.1 Have a deep understanding of number to 10, including the composition of each number. 11.3 Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. | Count objects and actions. Subitise. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–10. |
| | Count back to subtract | 11.1 Have a deep understanding of number to 10, including the composition of each number. 11.3 Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. | Count objects and actions. Subitise. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–10. |
| Shapes | Explore and play with 3-D shapes | 11.1 Have a deep understanding of number to 10, including the composition of each number. | Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. |



| Short Block | Units | Early Learning Goals | Development Matters statements |
|-----------------|------------------|---|---|
| Money and Coins | Coin recognition | <p>11.1 Have a deep understanding of number to 10, including the composition of each number.</p> <p>11.3 Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>12.3 Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> | <p>Count objects and actions. Link a numeral with its cardinal number value, to 5 and beyond.</p> <p>Compare numbers. Explore the composition of numbers to 10.</p> |
| | Money role play | <p>11.1 Have a deep understanding of number to 10, including the composition of each number.</p> <p>11.3 Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>12.1 Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>12.3 Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> | <p>Count objects and actions. Subitise. Link a numeral with its cardinal number value, to 5 and beyond. Compare numbers.</p> |



| Block | Units | Early Learning Goals | Development Matters statements |
|-------------------------|--------------------------------|--|---|
| Understanding Number | Teen numbers: 10 and some more | 11.1 Have a deep understanding of number to 10, including the composition of each number. 12.1 Verbally count beyond 20, recognising the pattern of the counting system. 12.3 Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. | Count objects and actions. Subitise. Link a numeral with its cardinal number value, to 5 and beyond. Compare numbers. |
| | Exploring 100 | Count in 10s from 0 <i>(This outcome is not a HT objective or on NC but is needed for Y1)</i> 12.1 Verbally count beyond 20, recognising the pattern of the counting system. 12.2 Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. | Count objects and actions. Subitise. Link a numeral with its cardinal number value, to 5 and beyond. Compare numbers. |
| Comparing and Measuring | Measuring outside | 12.2 Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. | Compare numbers. Compare length and capacity. |



| Block | Units | Early Learning Goals | Development Matters statements |
|--------------------------|----------------------|--|--|
| Addition and Subtraction | Equivalence | 11.1 Have a deep understanding of number to 10, including the composition of each number. 11.3 Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. 12.3 Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. | Subitise. Link a numeral with its cardinal number value, to 5 and beyond. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–10. |
| | Bonds to 10. | 11.1 Have a deep understanding of number to 10, including the composition of each number. 11.3 Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. 12.3 Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. | Subitise. Link a numeral with its cardinal number value, to 5 and beyond. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–10. |
| Shapes and Sorting | Talking about shapes | None, but the key mathematical topic of shape is covered, as in Development Matters . | Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. |
| | Sorting | 11.1 Have a deep understanding of number to 10, including the composition of each number. | Count objects. Subitise. Select, rotate and manipulate shapes in order to develop spatial reasoning skills. |



| Block | Units | Early Learning Goals | Development Matters statements |
|-----------------|---------------------------|---|---|
| Clever Counting | Counting on; 1 more/ less | <p>11.1 Have a deep understanding of number to 10, including the composition of each number.</p> <p>11.2 Subitise (recognise quantities without counting) up to 5.</p> <p>11.3 Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> | Count objects and actions. Subitise. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–10. |
| | Clever counting | <p>11.1 Have a deep understanding of number to 10, including the composition of each number.</p> <p>12.1 Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>12.3 Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> | Count objects. Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Continue, copy and create repeating patterns. |
| Time | Telling the time | <p>11.1 Have a deep understanding of number to 10, including the composition of each number.</p> <p>12.1 Verbally count beyond 20, recognising the pattern of the counting system.</p> | Count objects and actions. Link a numeral with its cardinal number value, to 5 and beyond. |



| Block | Units | Early Learning Goals | Development Matters statements |
|--------------|----------------------|---|--|
| Patterns | Doubling and halving | <p>11.3 Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>12.3 Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> | Count objects. Subitise. Link a numeral with its cardinal number value, to 5 and beyond. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–10. |
| | Fractions | <p>12.3 Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> <p>National Curriculum, Y1 Fractions:</p> <p>(i) recognise, find and name a half as one of two equal parts of an object, shape or quantity.</p> <p>(ii) recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p> | Count objects. Subitise. Link a numeral with its cardinal number value, to 5 and beyond. Compare capacity. |
| Number Games | Number games | <p>11.1 Have a deep understanding of number to 10, including the composition of each number.</p> <p>11.2 Subitise (recognise quantities without counting) up to 5.</p> <p>12.1 Verbally count beyond 20, recognising the pattern of the counting system.</p> | Count objects and actions. Subitise. Link a numeral with its cardinal number value, to 5 and beyond. Compare numbers. Explore the composition of numbers to 10. |