

## Reception Medium Term Plan - Summer

Week	Topic	Objectives	EYFS Development Matters
1	Counting	Recite numbers to 100 Count in 1s and 10s to 100 Estimate from a given choice or range, e.g. 10, 20 or 100	<p><b>Numbers</b></p> <p>Counts actions or objects which cannot be moved.</p> <p>Counts objects to 10, and beginning to count beyond 10.</p> <p>Counts up to three or four objects by saying one number name for each item.</p> <p>Counts an irregular arrangement of up to ten objects.</p> <p>Estimates how many objects they can see and checks by counting them.</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>Counts reliably with numbers from one to 20, places them in order and says which number is one more or one less than a given number.</p>
2	Counting Addition	Add 1, 2 or 3 to any number to 20 by counting on.	<p><b>Numbers</b></p> <p>Counts up to three or four objects by saying one number name for each item.</p> <p>Counts actions or objects which cannot be moved.</p> <p>Counts objects to 10, and beginning to count beyond 10.</p> <p>Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</p> <p>Estimates how many objects they can see and checks by counting them.</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, then ten objects.</p> <p>In practical activities and discussion, is beginning to use the vocabulary involved in adding and subtracting.</p> <p>Records, using marks that they can interpret and explain.</p> <p>Counts reliably with numbers from one to 20, places them in order and says which number is one more or one less than a given number.</p> <p>Using quantities and objects, adds and subtracts two single-digit numbers and counts on or back to find the answer.</p>
3	2D Shape Data handling	Sort irregular shapes according to number of corners/sides. Sort objects using criteria such as colour, curved, no. of corners, etc. Sort objects using their own criteria.	<p><b>Shape, Space and Measure</b></p> <p>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</p> <p>Selects a particular named shape.</p> <p>Recognises, creates and describes patterns.</p> <p>Explores characteristics of everyday objects and shapes and uses mathematical language to describe them.</p>
4	Addition Subtraction	Pairs with a total of 6 or 7 - addition and subtraction. Doubles to double 5	<p><b>Numbers</b></p> <p>Recognises numerals 1 to 5.</p> <p>Counts up to three or four objects by saying one number name for each item.</p>

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			<p>Counts actions or objects which cannot be moved.  Counts objects to 10, and beginning to count beyond 10.  Counts out up to six objects from a larger group.  Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.  Finds the total number of items in two groups by counting all of them.  Finds one more or one less from a group of up to five objects, then ten objects.  In practical activities and discussion, is beginning to use the vocabulary involved in adding and subtracting.  Counts reliably with numbers from one to 20, places them in order and says which number is one more or one less than a given number.  Using quantities and objects, adds and subtracts two single-digit numbers and counts on or back to find the answer.  Solves problems, including doubling, halving and sharing.</p>
5	Pattern	<p>Create and complete repeating patterns with two or three colours/shapes/objects/actions.  Count in 2s.</p>	<p><b>Numbers</b>  Counts actions or objects which cannot be moved.  Counts objects to 10, and beginning to count beyond 10.  Says the number that is one more than a given number.  In practical activities and discussion, is beginning to use the vocabulary involved in adding and subtracting.  Counts reliably with numbers from one to 20, places them in order and says which number is one more or one less than a given number.  Solves problems, including doubling, halving and sharing.</p> <p><b>Shape, Space and Measure</b>  Uses familiar objects and common shapes to create and recreate patterns and build models.  Is beginning to use everyday language related to money.  Orders and sequences familiar events.  Uses everyday language to talk about size, weight, capacity, position, distance, time and money to solve problems.  Recognises, creates and describes patterns.</p>
6	Addition Subtraction	<p>Find 1 more/ 1 less.  Subtract 2 by counting back.</p>	<p><b>Numbers</b>  Recognises numerals 1 to 5.  Counts up to three or four objects by saying one number name for each item.  Counts actions or objects which cannot be moved.  Counts objects to 10, and beginning to count beyond 10.  Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.  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, then ten objects.  In practical activities and discussion, is beginning to use the vocabulary involved in adding and subtracting.  Counts reliably with numbers from one to 20, places them in order and says which number is one more or one less than a given number.  Uses quantities and objects, adds and subtracts two single-digit numbers and counts on or back to find the answer.</p>

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7	Counting	Count and record number of objects to 20 Count on or back 2 or 3	<p><b>Numbers</b>  Recognises some numerals of personal significance.  Recognises numerals 1 to 5.  Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.  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, then ten objects.  In practical activities and discussion, is beginning to use the vocabulary involved in adding and subtracting.  Records, using marks that they can interpret and explain.  Counts reliably with numbers from one to 20, places them in order and says which number is one more or one less than a given number.  Using quantities and objects, adds and subtracts two single-digit numbers and counts on or back to find the answer.  Solves problems, including doubling, halving and sharing.</p> <p><b>Shape, Space and Measure</b>  Beginning to use everyday language related to money.  Uses everyday language to talk about size, weight, capacity, position, distance, time and money to solve problems.</p>
8	Measures (capacity)	Direct comparisons. More or less.	<p><b>Numbers</b>  Uses the language of 'more' and 'fewer' to compare two sets of objects.  In practical activities and discussion, is beginning to use the vocabulary involved in adding and subtracting.  Begins to identify own mathematical problems based on own interests and fascinations.</p> <p><b>Shape, Space and Measure</b>  Orders two or three items by length or height.  Orders two items by weight or capacity.  Uses everyday language to talk about size, weight, capacity, position, distance, time and money to solve problems.  Explores characteristics of everyday objects and shapes and uses mathematical language to describe them.</p>
9	Counting and comparing numbers	Recite numbers to 100 Read numbers to 100 Fill in missing numbers in a track to 20	<p><b>Numbers</b>  Recognises numerals 1 to 5.  Counts actions or objects which cannot be moved.  Counts out up to six objects from a larger group.  Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.  Says the number that is one more than a given number.  In practical activities and discussion, is beginning to use the vocabulary involved in adding and subtracting.  Records, using marks that they can interpret and explain.  Begins to identify own mathematical problems based on own interests and fascinations.  Counts reliably with numbers from one to 20, places them in order and says which number is one more or one less than a given number.  Using quantities and objects, adds and subtracts two single-digit numbers and counts on or back to find the answer.</p>

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10	3D Shape Direction	Describe cube, cuboid, cylinder, sphere, cone and pyramid. Left and right. Follow directions.	<p><b>Numbers</b> Says the number that is one more than a given number. Counts reliably with numbers from one to 20, places them in order and says which number is one more or one less than a given number.</p> <p><b>Shape, Space and Measure</b> Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape. Can describe their relative position such as 'behind' or 'next to'. Uses everyday language to talk about size, weight, capacity, position, distance, time and money to solve problems. Explores characteristics of everyday objects and shapes and uses mathematical language to describe them.</p>
11	Money	Recognise all coins. Very simple addition and subtraction problems involving money.	<p><b>Numbers</b> Recognises numerals 1 to 5. Counts actions or objects which cannot be moved. Counts objects to 10, and beginning to count beyond 10. In practical activities and discussion, is beginning to use the vocabulary involved in adding and subtracting. Finds the total number of items in two groups by counting all of them. Begins to identify own mathematical problems based on own interests and fascinations. Counts reliably with numbers from one to 20, places them in order and says which number is one more or one less than a given number. Using quantities and objects, adds and subtracts two single-digit numbers and counts on or back to find the answer. Solves problems, including doubling, halving and sharing.</p> <p><b>Shape, Space and Measure</b> Beginning to use everyday language related to money. Uses everyday language to talk about size, weight, capacity, position, distance, time and money to solve problems.</p>
12	Time	Days of the week. Count actions carried out in a minute (more than 20). 60 seconds in a minute. Activities done in 1 minute.	<p><b>Numbers</b> 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, then ten objects. In practical activities and discussion, is beginning to use the vocabulary involved in adding and subtracting. Counts reliably with numbers from one to 20, places them in order and says which number is one more or one less than a given number. Using quantities and objects, adds and subtracts two single-digit numbers and counts on or back to find the answer.</p> <p><b>Shape, Space and Measure</b> Uses everyday language related to time. Orders and sequences familiar events. Measures short periods of time in simple ways.</p>

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			Uses everyday language to talk about size, weight, capacity, position, distance, time and money to solve problems.

**Key**

Black = Early Learning Goal

Blue = Steps leading to the ELG