



Reception Medium Term Plan - Spring

Week	Topic	Objectives	EYFS Development Matters
1	Counting	Recite numbers to 20, then 100. Count back from at least 10 to zero. Order numerals to at least 10. Count up to 20 objects.	Numbers Recognises numerals 1 to 5. 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. Counts an irregular arrangement of up to ten objects. Estimates how many objects they can see and checks by counting them. Uses the language of 'more' and 'fewer' to compare two sets of 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. Solves problems, including doubling, halving and sharing.
2	Counting	Ordinal numbers. Begin to estimate quantities, e.g. choose from 5, 10 or 20. Count actions and sounds.	Numbers Recognises numerals 1 to 5. Counts up to three or four objects by saying one number name for each item. Counts actions, sounds 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. Counts an irregular arrangement of up to ten objects. Estimates how many objects they can see and checks by counting them. Uses the language of 'more' and 'fewer' to compare two sets of objects. 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.

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3	Shape and space Data handling	Sort and describe 2D shapes. Symmetry. Name rectangles, squares, circles and triangles. Sort other objects using given criteria.	<p>Numbers Counts objects to 10, and beginning to count beyond 10. 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>Shape, Space and Measures Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape. Uses familiar objects and common shapes to create and recreate patterns and build models. Recognises, creates and describes patterns. Explores characteristics of everyday objects and shapes and uses mathematical language to describe them.</p>
4	Adding (one and two more)	Say the next number (without counting from 1). Add 1 to any number. Add 2 to any number up to 10. Read the corresponding addition.	<p>Numbers Counts objects to 10, and beginning to count beyond 10. 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.</p>
5	Pattern	Continue a repeating pattern with three colours/shapes/objects. Symmetrical patterns.	<p>Numbers 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. Using quantities and objects, adds and subtracts two single-digit numbers and counts on or back to find the answer.</p> <p>Shape, Space and Measures Selects a particular named shape. Can describe their relative position such as 'behind' or 'next to'. Uses familiar objects and common shapes to create and recreate patterns and build models. Recognises, creates and describes patterns. Explores characteristics of everyday objects and shapes and uses mathematical language to describe them.</p>

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6	Addition (story of ten)	Find different ways to partition sets of ten objects. Read the corresponding addition. Early subtraction - Guess how many are hiding.	<p>Numbers</p> <p>Recognises numerals 1 to 5. Counts objects to 10, and beginning to count beyond 10. Counts an irregular arrangement of up to ten objects. Finds the total number of items in two groups by counting all of them. 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 or sharing.</p>
7	Counting on	Find one more and two more than any number to 10. One more than numbers to 20. Begin to record the number in a set. To 5, then 10.	<p>Numbers</p> <p>Recognises numerals 1 to 5. Counts up to three or four objects by saying one number name for each item. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Counts an irregular arrangement of up to ten objects. Estimates how many objects they can see and checks by counting them. Uses the language of 'more' and 'fewer' to compare two sets of 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.</p>
8	Measures (weight)	Compare two weights using direct comparison; use language of heavier and lighter. Use uniform non-standard units to measure weights up to 10 units.	<p>Numbers</p> <p>Counts objects to 10, and beginning to count beyond 10. Uses the language of 'more' and 'fewer' to compare two sets of objects. 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>Shape, Space and Measures</p> <p>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>

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9	Shape and space	Recognise cube, cuboid and sphere. Sort 3D shapes according to whether they roll or not, stack or not.	<p>Numbers 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>Shape, Space and Measures Is beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape. Uses familiar objects and common shapes to create and recreate patterns and build models. Recognises, creates and describes patterns. Explores characteristics of everyday objects and shapes and uses mathematical language to describe them.</p>
10	Counting and comparing numbers	Count back from 20 to 0. Compare numbers to 20. Read numbers to 20, match numerals to sets.	<p>Recognises numerals 1 to 5. Counts objects to 10, and beginning to count beyond 10. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Uses the language of 'more' and 'fewer' to compare two sets of 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. Using quantities and objects, adds and subtracts two single-digit numbers and counts on or back to find the answer.</p>
11	Money 'Real life' problems	Recognise 1p, 2p, 5p and 10p coins and know the value of each. Solve practical problems involving counting or role play.	<p>Numbers Recognises some numerals of personal significance. Counts actions or objects which cannot be moved. Uses the language of 'more' and 'fewer' to compare two sets of 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. 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>Shape, Space and Measures Beginning to use everyday language related to money. Uses everyday language to talk about size, weight, capacity, distance, time and money to solve problems.</p>

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12	Time	Know how key times of day (hours only) are shown on the clock, analogue and digital. Begin to know months of the year, including important months, e.g. birthday, celebrated festivals.	Numbers <i>Recognises some numerals of key significance.</i> <i>Says the number that is one more than a given number.</i> 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. Shapes, Space and Measures <i>Uses everyday language related to time.</i> <i>Orders and sequences familiar events.</i> <i>Measures short periods of time in simple ways.</i> Uses everyday language to talk about size, weight, capacity, distance, time and money to solve problems. Recognises, creates and describes patterns.