



Manor Church of England Infant School Medium Term Planning: **Maths (Year R)**
Term: Spring

Week	Domain	Mental / Oral Objectives	Year R Objectives	Key Vocabulary	Resources
Spring 1					
1	NCETM Week 11 - Subitising	Counting to 20 Subitising dots	Development Matters- Children in Reception <ul style="list-style-type: none"> • Subitise Development Matters- ELG – Number <ul style="list-style-type: none"> • Subitise (recognise quantities without counting) up to 5. 	Subitise, eleven, what can you see?, How many can you see?, Without counting	Objects for counting Numicon Number blocks Subitising dots
	Follow and notice a repeating pattern	Describing Number blocks	Development Matters – 3 – 4 Year Olds <ul style="list-style-type: none"> • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. Development Matters – Children in Reception <ul style="list-style-type: none"> • Continue, copy and create repeating patterns. 	Pattern, what comes next? What have you noticed? Is there an error?	Objects, blocks,
2	NCETM Week 12 - Counting, ordinality and cardinality	Ways of making 5 Counting to 20 Flashy fingers	Development Matters – Children in Reception <ul style="list-style-type: none"> • Understand the 'one more than/one less than' relationship between consecutive numbers. 	One more, what do you notice?	Objects for counting, Numicon, Number Blocks pictures

	2D Shape		<p>Development Matters – 3-4 Year Olds</p> <ul style="list-style-type: none"> • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. 	Square, circle, rectangle triangle, flat shapes, edges, corners	Range of 2D shapes.
3	NCETM Week 13 – Composition	<p>Ways of making 5</p> <p>Counting to 20</p> <p>Subitise</p> <p>Counting rhymes</p>	<p>Development Matters – Children in Reception</p> <ul style="list-style-type: none"> • Link the number symbol (numeral) with its cardinal number value • Explore the composition of numbers to 10 	Whole-part, makes, ____ is made of ____ and _____,	<p>Objects for counting</p> <p>Beads for threading</p> <p>Numicon</p> <p>Number Blocks</p>
	length	<p>Numerical recognition</p>	<p>Development Matters- 3- 4 Year Olds</p> <ul style="list-style-type: none"> • Make comparisons between objects relating to size, length, weight and capacity. <p>Development Matters – Children in Reception</p> <ul style="list-style-type: none"> • Compare length, weight and capacity 	Length, long, longer, longest, short, shorter, shortest	Range of things to measure, bricks for measuring
4	NCETM Week 14 – Composition	<p>Ways of making 6</p> <p>Counting to 20 by counting actions</p>	<p>Development Matters – Children in Reception</p> <ul style="list-style-type: none"> • Link the number symbol (numeral) with its cardinal number value • Explore the composition of numbers to 10 	Makes, ____ is made of ____ and _____, how many ways?	Objects, dot images, Numicon Number Blocks
	Weight	<p>Flashy fingers</p>	<p>Development Matters- 3- 4 Year Olds</p> <ul style="list-style-type: none"> • Make comparisons between objects relating to size, length, weight and capacity. <p>Development Matters – Children in Reception</p> <ul style="list-style-type: none"> • Compare length, weight and capacity 	Heavy, heavier, heaviest, light, lighter, lightest	Scales, objects to weigh and compare

5	NCETM Week 15 – Comparison	Ways of making 6 Counting to 20 by counting actions	Development Matters – 3 -4 Year Olds <ul style="list-style-type: none"> Compare quantities using language: 'more than', 'fewer than'. Development Matters – Children in Reception <ul style="list-style-type: none"> Understand the 'one more than/one less than' relationship between consecutive numbers. Compare numbers. 	1:1 correspondence counting, more than, fewer than, same amount, equal	Objects, puppets, Numicon, Number Blocks
	Capacity	Flashy fingers	Development Matters – 3 -4 Year Olds <ul style="list-style-type: none"> Make comparisons between objects relating to size, length, weight and capacity. Development Matters – Children in Reception <ul style="list-style-type: none"> Compare length, weight and capacity 	Full, empty, half full, half empty, capacity	Water tray, different sized containers
6	Addition	Counting to 20 by clapping Reinforce the teen numbers.	Development Matters – Children in Reception <ul style="list-style-type: none"> Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–5 and some to 10. 	Addition, total, how many?, altogether, joining	Objects, basket, different sized object, pegs, coloured bricks, Numicon, Number Blocks
	2D shape	1 more/ 1 less Flashy Fingers Ordering numbers to 10	Development Matters 3-4 Year Olds <ul style="list-style-type: none"> Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Development Matters- Children in Reception <ul style="list-style-type: none"> Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. 	Square, circle, rectangle triangle, flat shapes, edges, corners	Range of different 2D shapes.

Spring 2

1	NCETM Week 16 – Counting, ordinality and cardinality	Number of the week -11	Development Matters – Children in Reception <ul style="list-style-type: none"> Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Development Matters – Early Learning Goal <ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the counting system. 	Ordering, count, what come next?	Objects, number cards, Numicon
	3D shape		Development Matters 3-4 Year Olds <ul style="list-style-type: none"> Talk about and explore 3D shapes using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. 	Sphere, cylinder, cuboid, pyramid, cube	Range of 3D objects
2	NCETM Week 17 – Comparison	Number of the week - 12	Development Matters- Children in Reception <ul style="list-style-type: none"> Understand the 'one more than/one less than' relationship between consecutive numbers. 	1 more, 1 less,	Objects, dice, Numicon, Number Blocks
	Time- Sequencing		Development Matters 3-4 Year Olds <ul style="list-style-type: none"> Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' 	Ordering, first, then, next, finally,	Ordering pictures
3	NCETM Week 18 – Composition	Number of the week -13	Development Matters- Children in Reception <ul style="list-style-type: none"> Explore the composition of numbers to 10. 	Makes, ____ is made of ____ and ____, how many ways?	Objects, dot images, Numicon Number Blocks
	Position		Development Matters 3-4 Year Olds <ul style="list-style-type: none"> Understand position through words alone – for example, "The bag is under the table," – with no pointing. 	On top, under, behind, in front, next to	Objects, scene picture,

4	NCETM Week 19 – Subitising	Number of the week - 14	<p>Development Matters- Children in Reception</p> <ul style="list-style-type: none"> • Link the number symbol (numeral) with its cardinal number value. <p>Development Matters- Early Learning Goal</p> <ul style="list-style-type: none"> • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 	<p>Double, not double, stem sentence: ____ is made of ____ and ____ ; double ____ is ____ .</p>	<p>Objects, Numicon, Number Blocks</p>
	<p>Make comparisons between objects relating to size</p>		<p>Development Matters 3-4 Year Olds</p> <ul style="list-style-type: none"> • Make comparisons between objects relating to size. 	<p>Biggest, smallest, bigger than, smaller than, size, order</p>	<p>Cubes, length activity pictures</p>
5	NCETM Week 20 – Composition	Number of the week - 15	<p>Development Matters- Children in Reception</p> <ul style="list-style-type: none"> • Count objects, actions and sounds <p>Development Matters- Early Learning Goal</p> <ul style="list-style-type: none"> • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 	<p>Sort, size, colour, odd, even, what is different? What is the same?</p>	<p>Objects, Numicon, number blocks</p>
	<p>Make comparisons between objects relating to their length.</p>		<p>Development Matters 3-4 Year Olds</p> <ul style="list-style-type: none"> • Make comparisons between objects relating to length 	<p>Length, long, short, longest, shortest, longer than, shorter than, compare,</p>	<p>Objects for measuring length, cubes</p>

6	Subtraction	Number of the week -16	<p>Development Matters- Children in Reception</p> <ul style="list-style-type: none"> • Count objects, actions and sounds. • Link the number symbol (numeral) with its cardinal number value. • Count beyond ten. • Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0-5 and some to 10. 	Subtract, take away, how many are left?, smaller	objects, number cards, Numicon, Number Blocks
	Make comparisons between objects relating to their weight.		<p>Development Matters 3-4 Year Olds</p> <ul style="list-style-type: none"> • Make comparisons between objects relating to weight. <p>Development Matters – Children in Reception</p> <ul style="list-style-type: none"> • Compare length, weight and capacity 	Heavy, heavier, heaviest, light, lighter, lightest	Scales, objects to weigh