



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

| Week     | Domain   | Mental / Oral Objectives  | Year R Objectives   | Key Vocabulary                                       | Resources                                    |
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| Summer 1 |  |   |   |  |  |
| 1        | NCETM<br>Week 21 –<br>Cardinality,<br>ordinality and<br>counting | Number of<br>the week 16<br><br>Counting to<br>20<br><br>Counting<br>back from<br>10. | Development Matters – Children in Reception <ul style="list-style-type: none"> <li>• Link the number symbol (numeral) with its cardinal number value.</li> <li>• Count beyond ten.</li> </ul> Development Matters – Early Learning Goal <ul style="list-style-type: none"> <li>• Verbally count beyond 20, recognising the pattern of the counting system.</li> </ul>   | How many?, stopping number, 1:1 counting,            | Objects for counting, Numicon, Number blocks |
|          | 2D Shape   |   | <ul style="list-style-type: none"> <li>• Development Matters 3-4 Year Olds</li> <li>• • 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'.</li> <li>•</li> <li>• Development Matters- Children in Reception</li> <li>• • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li> </ul> | 2D, square, triangle, circle, rectangle, flat shape, | Range of 2D shapes                           |

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| 2 | NCETM<br>Week 22 –<br>Subitising  | Number of<br>the week 17<br><br>Counting to<br>20<br><br>Counting<br>back from<br>10. | Development Matters- Children in Reception <ul style="list-style-type: none"> <li>• Subitise (recognising quantities without counting) up to 5.</li> </ul> Development Matters- ELG – Number <ul style="list-style-type: none"> <li>• Subitise (recognise quantities without counting) up to 5.</li> <li>• Have a deep understanding of numbers to 10, including the composition of each number,</li> </ul> | What can you see? How do you know? Subitise, what other numbers can you see? | Objects for counting, Tens frame       |
|   | 3D Shape                          |   | Development Matters 3-4 Year Olds <ul style="list-style-type: none"> <li>• Talk about and explore 3D shapes using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</li> </ul>   | Cuboid, cube, sphere, pyramid, solid shape                                   | Range of 3D shapes, sorting hoops,     |
| 3 | NCETM<br>Week 23 –<br>Composition | Number of<br>the week 18<br><br>Counting to<br>20                                     | Development Matters- Children in Reception <ul style="list-style-type: none"> <li>• Explore the composition of numbers to 10.</li> <li>• Automatically recall number bonds for number 0-5 and some to 10.</li> </ul>  | How can we make 5? Dice frame, stem sentence                                 | Dice frame<br><br>Objects for counting |
|   | Money                             | Counting<br>back from<br>10.  | Development Matters 3-4 Year Olds <ul style="list-style-type: none"> <li>• Count objects, actions and sounds.</li> </ul>  | Money, 1p, how many do we need?  | Money, prices tags                     |
| 4 | NCETM<br>Week 24 –<br>Composition | Number of<br>the week 19<br><br>Counting to<br>20<br><br>Counting<br>back from<br>10. | Development Matters- Children in Reception <ul style="list-style-type: none"> <li>• Explore the composition of numbers to 10.</li> <li>• Automatically recall number bonds for number 0-5 and some to 10.</li> </ul>  | How can we make 10? Tens frame, Which two numbers make 10?                   | Objects, tens frame, Numicon           |
|   | Time-sequencing                   |   | Development Matters – Three and Four year Olds.   | Routine, first, second, next, finally, morning evening                       | Pictures to sequence                   |

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|   |  |   | <ul style="list-style-type: none"> <li>Begin to describe a sequence of events, real or fictional, using words such as 'first, then...'</li> </ul>   |   |  |
| 5 | NCETM<br>Week 25 –<br>Comparison                           | Number of<br>the week 20<br><br>Counting to<br>20<br><br>Counting<br>back from<br>10. | <p>Development Matters- Children in Reception</p> <ul style="list-style-type: none"> <li>Understand the 'one more than/one less than relationship between consecutive numbers</li> </ul> <p>Development Matters – ELG Numerical Patterns</p> <ul style="list-style-type: none"> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is great than, less than or the same as the other quantity.</li> </ul> | Missing number, what comes next? How do you know? What is 1 more/ 1 less? | Objects, puppets, Numicon, Number Blocks   |
|   | Make comparisons between objects relating to their length. |   | <p>Development Matters – Children in Reception</p> <ul style="list-style-type: none"> <li>Compare length, weight and capacity</li> </ul>  | Long, longer longest, short, shorter, shortest, order                     | Play dough   |
| 6 | Addition   | Counting to<br>20<br><br>Counting<br>back from<br>10.                                 | <p>Development Matters – ELG –Number</p> <ul style="list-style-type: none"> <li>Have a deep understanding of numbers to 10, including the composition of each number.</li> <li>Automatically recall (without reference to rhymes, counting, or other aids) number bonds to 5 (including subtraction facts) and some number bonds to 10 including double facts</li> </ul>  | Addition, total, how many?, altogether, joining                           | Objects, basket, different sized object, pegs, coloured bricks, Numicon, Number Blocks |
|   | Make comparisons   |   | <p>Development Matters – Children in Reception</p> <ul style="list-style-type: none"> <li>Compare length, weight and capacity</li> </ul>  | Scales, light, lighter, lightest, heavy, heavier, heaviest.               | Scales, objects to weigh.  |

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|          | between objects relating to their weight. |  |  |   |   |
| Summer 2 |   |  |  |   |   |
| 1        | NCETM Week 26 - Subitising on a rekenrek  | Counting to 20<br>Counting back from 20. | Development Matters- Children in Reception <ul style="list-style-type: none"> <li>Subitise (recognising quantities without counting) up to 5.</li> </ul>   | Subitise, how many? What can you see?                 | Objects, rekenrek                               |
|          | Patterns                                  | Reading numerals                         | Development Matters – Children in Reception <ul style="list-style-type: none"> <li>Continue, copy and create repeating patterns</li> </ul>   | Pattern, what comes next?                             | Range of objects to create patterns             |
| 2        | NCETM Automatic recall                    | Counting to 20<br>Counting back from 20. | Development Matters – ELG- Number <ul style="list-style-type: none"> <li>Automatically recall (without reference to rhymes, counting, or other aids) number bonds to 5 (including subtraction facts) and some number bonds to 10 including double facts</li> </ul>   | Which two make...? How do you know? How can we check? | Objects, dice, Numicon, Number Blocks, skittles |
|          | 2D Shape                                  | Reading numerals                         | <ul style="list-style-type: none"> <li>Development Matters 3-4 Year Olds</li> <li>• 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'.</li> </ul> Development Matters- Children in Reception <ul style="list-style-type: none"> <li>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li> </ul> | 2D, square, triangle, circle, rectangle, flat shape,  | Range of 2D shapes                              |

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| 3 | NCETM<br>Number<br>Patterns                                 | Counting to<br>20<br><br>Counting<br>back from<br>20. | Development Matters- ELG- Numerical Patterns <ul style="list-style-type: none"> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>   | - Makes, _____ is made of _____ and _____, how many ways? | Objects, dot images, Numicon Number Blocks |
|   | 3D Shape  | Reading numerals                                      | Development Matters 3-4 Year Olds <ul style="list-style-type: none"> <li>Talk about and explore 3D shapes using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</li> </ul> Development Matters- Children in Reception <ul style="list-style-type: none"> <li>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li> </ul> | Cuboid, cube, sphere, pyramid, solid shape                | Range of 3D shapes, sorting hoops,         |
| 4 | NCETM<br>Comparison   | Counting to<br>20<br><br>Counting<br>back from<br>20. | Development Matters- ELG- Numerical Patterns <ul style="list-style-type: none"> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other</li> </ul>  | More than, greater than, less than, same, equals          | Objects, Numicon, Number Blocks            |
|   | Make comparisons between objects relating to their capacity | Reading numerals                                      | Development Matters – Children in Reception <ul style="list-style-type: none"> <li>Compare length, weight and capacity</li> </ul>  | Full, empty, half full, half empty,                       | Objects to compare capacity                |
| 5 | NCETM<br>Understanding of numbers to 10                     | Counting to<br>20<br><br>Counting<br>back from<br>20. | Development Matters- ELG- Number <ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number</li> </ul>   | How can we show different ways?                           | Objects, Numicon, number blocks            |
|   | Make comparisons between                                    |   | Development Matters 3-4 Year Olds <ul style="list-style-type: none"> <li>Make comparisons between objects relating to size.</li> </ul>   | Biggest, smallest, bigger than, smaller than, size, order | Objects to order                           |

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|   | objects relating to size                                   | Reading numerals<br>Counting to 20<br><br>Counting back from 20.<br><br>Reading numerals                               |   |   |   |
| 6 | NCETM Counting   | Counting to 20<br><br>Counting back from 20.   | Development Matters ELG –Numerical Patterns <ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system.</li> </ul> | What comes after? What comes before?, counting, order, 1:1 correspondence, move and count | objects, number cards, Numicon, Number Blocks |
|   | Make comparisons between objects relating to their length. | Counting back from 20.<br><br>Reading numerals<br>Counting to 20<br><br>Counting back from 20.<br><br>Reading numerals | Development Matters – Children in Reception<br>Compare length, weight and capacity  | Length, longer, shorter, longest, shortest, longer than, shorter than.                    | Objects to measure, bricks                    |