



Spring Gardens Primary School



Reception Maths Long Term Overview

Term	Topic	Objectives
Autumn 1	All About Me	<ul style="list-style-type: none">• Count forwards and backwards to 10.• Introduce 1 more.• Count groups of objects accurately, touching each one.• Explore how to split the quantity of 5 into 2 groups e.g. 1 and 4, 2 and 3.• Estimate within 5.• Compare quantities within 5. (Which has more / fewer).• Sort objects and talk about what is the same.• Compare objects and use words to compare them e.g. longer, shorter, taller.• Complete ABAB patterns e.g. complete a red, blue, red, blue, red, blue bead pattern.• Talk about the pattern of the school day using the words morning, afternoon, now, next, after playtime, after lunch, before home time.
Autumn 2	Celebrations People Who Help Us	<ul style="list-style-type: none">• Recognise the odd one out in a set.• Secure counting sets of objects within 10.• Learn ways to accurately count irregular groups.• Compare quantities (more/ fewer/ equal to).• Count backwards within 10, understanding the number before and counting back from a given number.• Learn to find one less than a given number.• Find different ways to make quantities. (For example 5 can be made up of 3 red counters and 2 yellow counters, or 4 red counters and 1 yellow counter).• Name and describe 2 D shapes (circle, triangle, square, rectangle, pentagon, hexagon).• Use positional language (in front, behind, next to, in between, over, under, above).• Compare weight and capacity using the words heavy, light, full and empty.
Spring 1	Our Local Area	<ul style="list-style-type: none">• Count forwards and back within 20, from different starting points.• Find one more and one less within 10.• Compare quantities within 10. (Using the words more, less, equal).

		<ul style="list-style-type: none"> • We will explore how the numbers 6,7,8,9 and 10 can be made up. We will combine groups and split them up. For example 8 can be made from, 1 and 7, 2 and 6, 3 and 5, 4 and 4 etc. • Subitise to 5. (Recognise a quantity without counting). • Subitise beyond 5 (looking for smaller sets within). • Learn addition facts to 5. • Compare the length and height of items. • Design with 2D shapes. Make 2D shapes out of other 2D shapes. • Use the words today, tomorrow, yesterday.
Spring 2	Our Farm Food Easter	<ul style="list-style-type: none"> • Count by rote to 50 and beyond. • Count forwards and back within 20 starting at different numbers. • Compare quantities / numbers within 20 (more/ less/ equal). • Demonstrate our understanding of the composition of numbers 6, 7 and 8. We will use 10 frames, Numicon and practical objects to show how these numbers can be made up. For example 6 can be composed of 5 and 1, 4 and 2, 3 and 3 etc. • Subitise to 5 and beyond, recognising groups within. (Subitising is recognising a quantity without counting). • Recall addition facts to 5. • Introduce subtraction facts to 5. • Make comparison of length and height using non-standard measures. • Design with 2D shapes. • Sort 2D shapes according to properties.
Summer 1	Mini-beasts	<ul style="list-style-type: none"> • Rote count up to 100, recognising decade numbers (e.g. 20, 30, 40 etc. • Learn about the composition of 9 and 10 by partitioning (splitting up and recombining quantities e.g. 9 can be made up of 5 and 4 more or 6 and 3). • Recall and apply doubles (up to double 5). • Recall subtraction facts within 5 and apply. • Learn about odd and even numbers within 10. • Subitise beyond 5 by looking for groups (e.g. 7 could be groups of 5 and 2) • Learn about and make 3D shapes . • Talk about the pattern of a week using the names of days, weekend, today, tomorrow, yesterday • Introduce O' clock time.
Summer 2	Beside the Sea	<ul style="list-style-type: none"> • Learn the number bonds to 10. • Learn the doubles and halves within 10.

		<ul style="list-style-type: none"> • Make linear patterns. • Sort 3D shapes according to properties. • Create circular and symmetrical designs with 2D and 3D shapes. • Learn how to share quantities equally. • Learn about money including the value of coins.
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