Reception Mathematics Long Term Plan 2022-2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Sequence of learning	Baseline Matching sorting Number songs Counting for purpose (registration, lining up, counting down, how old are you?) Patterns Comparing size, mass and capacity	Representing, comparing and composition of 1,2,3 Circles and Triangles Representing numbers to 5 and one more/one less Shapes with 4 sides Positional language Time – day and night	Introducing zero Representing, comparing, composition 4 and 5 Compare mass and capacity 6,7,8 Making pairs Length and height	Time Combing two groups 9 and 10 Comparing numbers to 10 Number bonds to 10 3D shape Pattern	Build numbers beyond 10 Counting patterns beyond 10 Spatial Reasoning, Adding more Taking away	Doubling Sharing & Grouping Even and Odd Patterns and Relationships Spatial Reasoning
Links to Development Matters	Count objects, actions and sounds Subitise Link the number symbol (numeral) with it's cardinal number value. Compare numbers Explore the composition of numbers to 10. ELG – Subitise (recognise quantities without counting) up to 5.					
	Continue, copy and create repeating patterns. Compare length, weight and capacity.	Understand the 'one more than/one less then' relationship between consecutive numbers Select rotate and manipulate shapes to develop special reasoning. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.	Compare length, weight and capacity.	Automatically recall number bonds for numbers to 0-5 and some to 10. Select rotate and manipulate shapes to develop special reasoning. ELG – Have a deep understanding of number to 10, including the composition of each number. ELG – Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. ELG – Automatically recall (without relevance to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10 ELG – Explore and represent patterns within numbers up to 10 and how quantities can be distributed equally.	Count beyond 10. Select rotate and manipulate shapes to develop special reasoning. ELG – Verbally count beyond 20, recognising the pattern of the counting system.	Select rotate and manipulate shapes to develop special reasoning. ELG – Automatically recall (without relevance to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. ELG – Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Children in Reception	• count objects, actions and sounds • subitise • link the number symbol (numeral) with its cardinal number value • count beyond 10 • compare numbers • understand the 'one more than or one less than' relationship between consecutive numbers • explore the composition of numbers to 10 • automatically recall number bonds for numbers 0 to 5 and some to 10 • select, rotate and manipulate shapes to develop spatial reasoning skills • compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can • continue, copy and create repeating patterns • compare length, weight and capacity
ELG's	Number • Have a deep understanding of number to 10, including the composition of each number; • Subitise (recognise quantities without counting) up to 5; • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Numerical Patterns • Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.