**St Mary’s Catholic Primary School**

**Reception Medium Term Plan – Spring 2020**

| **Week** | **Topic** | **Objectives** | **EYFS Development Matters** |
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| **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. | Ordinal numbers.  Begin to estimate quantities, e.g. choose from 5, 10 or 20.  Count actions and sounds.  **HOM** – Being accurate  **HAT** – *Yellow hat (half termly objectives)* | **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. |
| 2 | Shape and space  Data handling | Sort and describe 2D shapes.  Symmetry.  Name rectangles, squares, circles and triangles.  Sort other objects using given criteria.  **HOM** –Applying past knowledge  **HAT** – *Yellow hat (half termly objectives)* | **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.  **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. |
| 3 | 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.  **HOM** – Gathering data through all senses  **HAT** – *Yellow hat (half termly objectives)* | **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. |
| 4 | Pattern | Continue a repeating pattern with three colours/shapes/objects  Symmetrical patterns.  Begin to recognise and create symmetrical patterns.  **HOM** – Being accurate  **HAT** – *Yellow hat (half termly objectives)* | **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.  **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. |
| 5 | Addition (story of ten) | Find different ways to partition sets of ten objects.  Read the corresponding addition.  Early subtraction – Guess how many are hiding. | **Numbers**  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. |
| 6 | 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. | **Numbers**  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. |
| 7 | 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.  **HAT outcomes 26 (weight) and 27** | **Numbers**  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.  **Shape, Space and Measures**  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. |
| 8 | Shape and space | Recognise cube, cuboid and sphere.  Sort 3D shapes according to whether they roll or not, stack or not. | **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.  **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. |
| 9 | Counting and comparing numbers | Count back from 20 to 0.  Compare numbers to 20.  Read numbers to 20, match numerals to sets. | 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. |
| 10 | 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. | **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.  **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. |
| 11 | 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**  Recognises some numerals of key significance.  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.  **Shapes, Space and Measures**  Uses everyday language related to time.  Orders and sequences familiar events.  Measures short periods of time in simple ways.  Uses everyday language to talk about size, weight, capacity, distance, time and money to solve problems.  Recognises, creates and describes patterns. |

**Outcomes for Reception – Hamilton Assessment Tracker**

**Outcomes in bold are key skills**

1. Recognise numerals 1-5 and some of personal significance; select the correct numeral to represent up to 10 objects.
2. **Count up to 5, then 10 objects, including in an irregular arrangement, match one-to-one; count actions, images, objects which cannot be moved.**
3. **Count out a set of up to 6 objects from a larger group.**
4. Estimate how many objects they can see and check by counting them.
5. **ELG: Count reliably using numbers 1 to 20 and place the numbers in order.**
6. Compare two numbers up to 20, and find numbers in between.
7. **ELG: Say the number after a given number up to 20.**
8. **ELG: Say the number before a given number up to 20.**
9. Use the language of ‘greater’ and ‘less than’ and ‘more’ and ‘fewer’ to compare two sets of objects.
10. Find the total number of items in two groups by counting all of them; begin to find the total by counting on from the larger number.
11. Find one more than a group of up to 5 objects and then up to 10 objects.
12. **In practical activities, perform additions and subtractions and use the appropriate and relevant vocabulary.**
13. **Use appropriate marks to record numbers and operations: begin to use +, –, and = to record additions and subtractions.**
14. ELG: Say the number one more than a given number up to 20.
15. ELG: Say the number one less than a given number up to 20.
16. ELG: Add numbers (<10) of objects, images and quantities, counting on to find the answer, including counting on along a number track or line.
17. ELG: Subtract one single digit number from another in the context of a practical activity, including counting back along a number track or line.
18. Identify and begin to solve mathematical problems in the context of their own activity or interest.
19. ELG: Solve problems including doubling and halving or sharing.
20. Explore 2D shapes, begin to use mathematical names for these ‘flat’ shapes; select a named shape: circle, square, rectangle, triangle.
21. Explore 3D shapes, begin to use mathematical names for ‘solid’ shapes; select a given named shape: sphere, cube, cuboid, pyramid, cone, cylinder.
22. **Use familiar objects and common shapes to create and recreate patterns and build models.**
23. Order/sequence everyday events, begin to understand that we can tell the time; recognise analogue/digital o’clock times; measure short times in simple ways.
24. ELG: Use everyday language to compare and order two or three items by length or height.
25. ELG: Begin to measure using repeated uniform units, e.g. crayons or footprints.
26. ELG: Use everyday language to compare and order 2/3 items by weight or capacity.
27. ELG: Begin to measure using repeated uniform units, e.g. conkers or egg-cups.
28. ELG: Use everyday language to sequence events and to compare durations (e.g. after two sleeps, all afternoon); understand that we can measure time.
29. **Recognise the common units of time (minutes, hours, days, weeks, months, years).**
30. ELG: Use everyday language to talk about money, to identify/describe coins; begin to understand that different coins have different values.
31. **Exchange one coin for several of another and make small amounts**.
32. ELG: Recognise, create and describe patterns.
33. ELG: Explore characteristics of shapes and everyday objects and use mathematical language to describe them.
34. ELG Use everyday language to describe position and direction, e.g. ‘behind’, ‘in front of’, ‘next to’, ‘underneath’, ‘on top of’.