

Maths Medium Term Plan

Year EY 2024-2025

Autumn 1

Link to WRM Planning: <https://whiteroseeducation.com/resources?year=reception&subject=maths>

Week	Week Beginning	Unit	Small Steps	Development Matters	Enriching our Mathematicians	Notes / AOI
1-8		NSM Early Years Number Sense	Use regularly to support the Maths curriculum.			
1 2 3	2-9-24 (2-9-24 & 3-9-24 - INSET) 9-9-24 16-9-24	Getting to Know You				
4 5	23-9-24 30-9-24	Match, Sort and Compare	<ul style="list-style-type: none"> • Step 1: Match objects • Step 2: Match pictures and objects • Step 3: Identify a set • Step 4: Sort objects to a type • Step 5: Explore sorting techniques • Step 6: Create sorting rules • Step 7: Compare amounts 	<ul style="list-style-type: none"> • Compare length, weight and capacity. • Continue, copy and create repeating patterns. 	<ul style="list-style-type: none"> • The Colour Monster by Anna Llenas • The Owl Babies by Martin Waddell • Elmer by David McKee • Baa Baa Black Sheep • Incy Wincy Spider 	

					<ul style="list-style-type: none"> • Twinkle Twinkle Little Star • 1 2 3 4 5 Once I Caught a Fish Alive 	
6 7	7-10-24 14-10-24	Talk About Measure and Patterns	<ul style="list-style-type: none"> • Step 1: Compare size • Step 2: Compare mass • Step 3: Compare capacity • Step 4: Explore simple patterns • Step 5: Copy and continue simple patterns • Step 6: Create simple patterns 	<ul style="list-style-type: none"> • Compare length, weight and capacity. • Continue, copy and create repeating patterns. 	<ul style="list-style-type: none"> • The Colour Monster by Anna Llenas • The Owl Babies by Martin Waddell • Elmer by David McKee • Baa Baa Black Sheep • Incy Wincy Spider • Twinkle Twinkle Little Star • 1 2 3 4 5 Once I Caught a Fish Alive 	
8	21-10-24	Consolidation				

Maths Medium Term Plan

Year EY 2024-2025

Autumn 2

Week	Week Beginning	Unit	Small Steps	Development Matters	Enriching our Mathematicians	Notes / AOI
1-7		NSM Early Years Number Sense	Use regularly to support the Maths curriculum.			
1 2	4-11-24 11-11-24	It's me 1, 2, 3	<ul style="list-style-type: none"> • Step 1: Find 1, 2 and 3 • Step 2: Subitise 1, 2 and 3 • Step 3: Represent 1, 2 and 3 • Step 4: 1 more • Step 5: 1 less of 1, 2 and 3 	<ul style="list-style-type: none"> • Count objects, actions and sounds. • Subitise • Link the number symbol (numeral) with its cardinal number value • Compare numbers • Understand the 'one more than/one less than' relationship between consecutive numbers • Explore the composition of numbers to 10 	<ul style="list-style-type: none"> • 1 2 3 4 5 Once I Caught a Fish Alive • Five Little Monkeys • Five Little Ducks 	
3	18-11-24	Circles and Triangles	<ul style="list-style-type: none"> • Step 1: Identify and name circles and triangles • Step 2: Compare circles and triangles • Step 3: Shapes in the environment • Step 4: Describe position 			
4 5	25-11-24 2-12-24	1, 2, 3, 4, 5	<ul style="list-style-type: none"> • Step 1: Find 4 and 5 • Step 2: Subitise 4 and 5 • Step 3: Represent 4 and 5 • Step 4: 1 more • Step 5: 1 less • Step 6: Composition of 4 and 5 • Step 7: Composition of 1 - 5 	<ul style="list-style-type: none"> • Count objects, actions and sounds. • Subitise • Link the number symbol (numeral) with its cardinal number value • Compare numbers • Understand the 'one more than/one less than' relationship between consecutive numbers • Explore the composition of numbers to 10 	<ul style="list-style-type: none"> • 1 2 3 4 5 Once I Caught a Fish Alive • Five Little Monkeys • Five Little Ducks 	

6	9-12-24	Shapes with 4 sides	<ul style="list-style-type: none"> • Step 1: Identify and name shapes with 4 sides • Step 2: Combine shapes with 4 sides • Step 3: Shapes in the environment • Step 4: My day and night 			
7	16-12-24	Consolidation				

Maths Medium Term Plan

Year EY 2024-2025

Spring 1

Week	Week Beginning	Unit	Small Steps	Development Matters	Enriching our Mathematicians	Notes / AOI
1-6		NSM Early Years Number Sense	Use regularly to support the Maths curriculum.			
1 2	6-1-25 13-1-25	Alive in 5!	<ul style="list-style-type: none"> • Step 1: Introduce zero • Step 2: Find 0 to 5 • Step 3: Subitise 0 to 5 • Step 4: Represent 0 to 5 • Step 5: 1 more • Step 6: 1 less • Step 7: Composition • Step 8: Conceptual subitising to 5 	<ul style="list-style-type: none"> • Count objects, actions and sounds. • Subitise • Link the number symbol (numeral) with its cardinal number value • Compare numbers • Understand the 'one more than/one less than' relationship between consecutive numbers • Explore the composition of numbers to 10 • Automatically recall number bonds for numbers 0-5 	<ul style="list-style-type: none"> • Five Currant Buns • 5 Little Speckled Frogs • 10 Green Bottles • 5 Little Ducks • Room on a Broom by Julia Donaldson • A Squash and a Squeeze by Julia Donaldson • The Blue Balloon by Mick Inkpen 	Check Calculation Strategy Policy
3	20-1-25	Mass and Capacity	<ul style="list-style-type: none"> • Step 1: Compare mass • Step 2: Find a balance • Step 3: Explore capacity • Step 4: Compare capacity 	<ul style="list-style-type: none"> • Compare length, weight and capacity. 		

<p>4 5</p>	<p>27-1-25 3-2-25 (7-2-25 - INSET)</p>	<p>Growing 6, 7, 8</p>	<ul style="list-style-type: none"> • Step 1: Find 6, 7 and 8 • Step 2: Represent 6, 7 and 8 • Step 3: 1 more • Step 4: 1 less • Step 5: Composition of 6, 7 and 8 • Step 6: Make pairs-odd and even • Step 7: Double to 8 (find a double) • Step 8: Double to 8 (make a double) • Step 9: Combine 2 groups • Step 10: Conceptual subitising 	<ul style="list-style-type: none"> • Count objects, actions and sounds. • Subitise • Link the number symbol (numeral) with its cardinal number value • Compare numbers • Understand the 'one more than/one less than' relationship between consecutive numbers • Explore the composition of numbers to 10 	<ul style="list-style-type: none"> • Hickory Dickory Dock • Days of week songs • Kipper's Toybox • What the Ladybird Heard by Julia Donaldson • Titch by Pat Hutchins 	<p>Check Calculation Strategy Policy</p>
<p>6</p>	<p>10-2-25 (10-2-25 - INSET)</p>	<p>Length, Height and Time (Continued in Spring 2)</p>	<ul style="list-style-type: none"> • Step 1: Explore length • Step 2: Compare length • Step 3: Explore height • Step 4: Compare height • Step 5: Talk about time • Step 6: Order and sequence time 	<ul style="list-style-type: none"> • Compare length, weight and capacity. 		

Maths Medium Term Plan

Year EY 2024-2025

Spring 2

Week	Week Beginning	Unit	Small Steps	Development Matters	Enriching our Mathematicians	Notes / AOI
1-6		NSM Early Years Number Sense	Use regularly to support the Maths curriculum.			
1	24-2-25	Length, Height and Time	Continued from Spring 1			
2 3 4	3-3-25 10-3-25 17-3-25	Building 9 and 10	<ul style="list-style-type: none"> • Step 1: Find 9 and 10 • Step 2: Compare numbers to 10 • Step 3: Represent 9 and 10 • Step 4: Conceptual subitising to 10 • Step 5: 1 more • Step 6: 1 less • Step 7: Composition to 10 • Step 8: Bonds to 10 (2 parts) • Step 9: Make arrangements of 10 • Step 10: Bonds to 10 (3 parts) • Step 11: Doubles to 10 (find a double) • Step 12: Doubles to 10 (make a double) • Step 13: Explore even and odd 	<ul style="list-style-type: none"> • Count objects, actions and sounds. • Subitise • Link the number symbol (numeral) with its cardinal number value • Compare numbers • Understand the 'one more than/one less than' relationship between consecutive numbers • Explore the composition of numbers to 10 • Automatically recall number bonds for numbers 0-5 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 <i>within</i> it, just as numbers can 	<ul style="list-style-type: none"> • 10 Green Bottles • One Gorilla by Atsuko Morozumi • Mouse Count by Ellen Stoll Walsh • Ten Black Dots by Donald Crews • Elmer by David McKee 	Check Calculation Strategy Policy
5	24-3-25	To 20 and Beyond	<ul style="list-style-type: none"> • Step 1: Build numbers beyond 10 (10 -13) • Step 2: Continue patterns beyond 10 (10-13) • Step 3: Build numbers beyond 10 (14-20) 	<ul style="list-style-type: none"> • Count objects, actions and sounds. • Subitise 	<ul style="list-style-type: none"> • Jack and the Beanstalk (Traditional) 	On WRM this unit is in Summer 1. Have moved

6	31-3-25	(Continued in Summer 1)	<ul style="list-style-type: none"> • Step 4: Continue patterns beyond 10 (14-20) • Step 5: Verbal counting beyond 20 • Step 6: Verbal counting patterns 	<ul style="list-style-type: none"> • Link the number symbol (numeral) with its cardinal number value • Count beyond ten. • Compare numbers • Understand the 'one more than/one less than' relationship between consecutive numbers 	<ul style="list-style-type: none"> • Jim and Beanstalk by Raymond Briggs • Jasper's Beanstalk by Nick Butterworth • Mouse Count by Ellen Stoll Walsh • Mr Grumpy's Outing by John Burningham • Rosie's Zoo by Allie Busby • One Ted Falls Out of Bed by Julia Donaldson • Quack and Count by Keith Baker • My Granny Went to the Market by Stella Blackstone • Tad by Benji Davis • The Shopping Basket by John Burningham • Monster Math by Anne Miranda • Elevator Magic by Stuart J Murphy 	<p>back to allow the children more time to be secure with this.</p> <p>AFL - can move forward / back depending on needs of the children each year</p>
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Summer 1

Week	Week Beginning	Unit	Small Steps	Development Matters	Enriching our Mathematicians	Notes / AOI
1-5		NSM Early Years Number Sense	Use regularly to support the Maths curriculum.			
1	21-4-25 (4 days)	To 20 and Beyond	<i>Continued from Spring 2</i>			
2 3	28-4-25 5-5-25 (4 days)	Explore 3D Shapes	<ul style="list-style-type: none"> • Step 1: Recognise and name 3-D shapes • Step 2: Find 2-D shapes within 3-D shapes • Step 3: Use 3-D shapes for tasks • Step 4: 3-D shapes in the environment • Step 5: Identify more complex patterns • Step 6: Copy and continue patterns • Step 7: Patterns in the environment 	<ul style="list-style-type: none"> • Select, rotate and manipulate shapes to develop spatial reasoning skills • Compose and decompose shapes so that children recognise a shape can have other shapes <i>within</i> it, just as numbers can 		
4	12-5-25	How many now?	<ul style="list-style-type: none"> • Step 1: Add more • Step 2: How many did I add? • Step 3: Take away • Step 4: How many did I take away? 	<ul style="list-style-type: none"> • Count objects, actions and sounds. • Count beyond ten. • Understand the 'one more than/one less than' relationship between consecutive numbers • Select, rotate and manipulate shapes to develop spatial reasoning skills • Compose and decompose shapes so that children recognise a shape can have other shapes <i>within</i> it, just as numbers can • Continue, copy and create repeating patterns. 		Check Calculation Strategy Policy

5	19-5-25 (World Maths Day - date tbc; 23-5-25 - INSET)	Manipulate, compose and decompose (continued in Summer 2)	<ul style="list-style-type: none"> • Step 1: Select shapes for a purpose • Step 2: Rotate shapes • Step 3: Manipulate shapes • Step 4: Explain shape arrangements • Step 5: Compose shapes • Step 6: Decompose shapes • Step 7: Copy 2-D shape pictures • Step 8: Find 2-D shapes within 3-D shapes 	<ul style="list-style-type: none"> • Select, rotate and manipulate shapes to develop spatial reasoning skills • Compose and decompose shapes so that children recognise a shape can have other shapes <i>within</i> it, just as numbers can • Continue, copy and create repeating patterns. 		
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Maths Medium Term Plan

Year EY 2024-2025

Summer 2

Week	Week Beginning	Unit	Small Steps	Development Matters	Enriching our Mathematicians	Notes / AOI
1-8		NSM Early Years Number Sense	Use regularly to support the Maths curriculum.			
1	2-6-25	Manipulate, compose and decompose	Continued from Summer 1			
2 3	9-6-25 16-6-25	Sharing and Grouping	<ul style="list-style-type: none"> • Step 1: Explore sharing • Step 2: Sharing • Step 3: Explore grouping • Step 4: Grouping • Step 5: Even and odd sharing • Step 6: Play with and build doubles 	<ul style="list-style-type: none"> • Count objects, actions and sounds. • Link the number symbol (numeral) with its cardinal number value • Count beyond ten. • Compare numbers • Understand the 'one more than/one less than' relationship between consecutive numbers 	<ul style="list-style-type: none"> • Two of Everything by Lilly Hong • Double the Ducks by Stuart J Murphy • The Gingerbreadman (traditional) • Bean Thirteen by Matthew McElligott • One Hungry Cat by Joanne Rocklin • Ness the Nurse by Nick Sharratt 	

4	23-6-25	Visualise, build and map	<ul style="list-style-type: none"> • Step 1: Identify units of repeating patterns • Step 2: Create own pattern rules • Step 3: Explore own pattern rules • Step 4: Replicate and build scenes and constructions • Step 5: Visualise from different positions • Step 6: Describe positions • Step 7: Give instructions to build • Step 8: Explore mapping • Step 9: Represent maps with models • Step 10: Create own maps from familiar places • Step 11: Create own maps and plans from story situations 	<ul style="list-style-type: none"> • Select, rotate and manipulate shapes to develop spatial reasoning skills • Compose and decompose shapes so that children recognise a shape can have other shapes <i>within</i> it, just as numbers can • Continue, copy and create repeating patterns 		
5	30-6-25					
6	7-7-25					
7	14-7-25	Consolidation				
8	21-7-25 (2 days)					