



Billingshurst Primary School

Long Term Maths Plan

- Reception

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
AUTUMN 1	<p style="text-align: center;">Baseline</p> <p style="text-align: center;">Counting songs (continuous) Days of the week song (continuous) Days of the months song (continuous)</p>		<p>Explore composition of numbers within 5</p> <p>Prior Learning: EYFS Development matters: DfE Development Matters Guidance 2020 (pages 85-98 are specific to maths). Build on previous experiences of number from their home and nursery environments.</p> <p>Session 1 – 4 each week: Number focus. Small steps taken from Mastering Number mastering-number-reception-overview.pdf</p> <p>Pupils will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison. Identify when a set can be subitised and when counting is needed. Subitise different arrangements (structured and unstructured). Make different arrangements of numbers within 5. Develop conceptual subitising skills. Connect quantities and numbers to finger patterns. Spot smaller numbers ‘hiding’ inside larger numbers. Explore different ways of representing numbers on their fingers.</p> <p>Day 5 and Continuous Provision: Geometry and Numerical Patterns focus. Take ideas for activities and the environment from White Rose Phase 4 Autumn 1 Phase 4 Compare mass and capacity.pdf Problem solving Compare length – Measure the height of 3 children, who will be re- measured each term.</p> <p>Early Learning Goals Statutory framework for the early years foundation stage DfE publication (pages13-14 are specific to maths). ELG: Number Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. <p>ELG: Numerical Patterns Children at the expected level of development will:</p> <ul style="list-style-type: none"> -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 				

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Explore composition of number to 5

Prior Learning: EYFS Development matters: [DfE Development Matters Guidance 2020](#) (pages 85-98 are specific to maths).
Build on previous experiences of number from their home and nursery environments.

Session 1 – 4 each week: Number focus. Small steps taken from Mastering Number

[mastering-number-reception-overview.pdf](#)

Pupils will further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.

Hear and join in the counting sequence

Each number is made of one more

Develop counting skills (last number tells us how many)

1:1 correspondence

Understand that anything can be counted (actions, sounds, objects)

Compare sets of objects by matching

Develop language of 'whole' when talking about objects which have parts

Day 5 and Continuous Provision: Geometry and Numerical Patterns focus. Take ideas for activities and the environment from White Rose Phase 2 and 3

[Autumn 2 circles triangles and spatial.pdf](#)

[Autumn 2 4 sided shapes night and day.pdf](#)

Circles and triangles – Christmas pictures

Spatial awareness and positional language

Shapes with 4 sides

Night and Day

Compare weight

Texts:

Positional language - Books: Piece at last and Where the bear went

Early Learning Goals

[Statutory framework for the early years foundation stage DfE publication](#) (pages 13-14 are specific to maths).

ELG: Number

Children at the expected level of development will:

- 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.

ELG: Numerical Patterns

Children at the expected level of development will:

- 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

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SPRING 1	<p>Continue to explore the structure and composition of numbers to 7</p> <p>Prior Learning: EYFS Development matters: DfE Development Matters Guidance 2020 (pages 85-98 are specific to maths). Build on previous experiences of number from their home and nursery environments.</p> <p>Session 1 – 4 each week: Number focus. Small steps taken from Mastering Number Mastering-number-reception-overview.pdf</p> <p>Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. Continue to develop subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals. Begin to identify missing parts for numbers within 5. Explore the structure of the numbers 6 and 7 as ‘5 and a bit’ and connect this to finger patterns and the Hungarian number frame. Develop counting skills (last number tells us how many) 1:1 correspondence Develop language of ‘whole’ when talking about objects which have parts</p> <p>Day 5 and Continuous Provision: Geometry and Numerical Patterns focus. Take ideas for activities and the environment from White Rose Phase 5 Spring 1 Phase 5 comparing length and height and time.pdf Compare Size: Length and Height - Measure the height of 3 children, who will be re- measured each term. Time language Compare capacity</p> <p>Texts: Positional language – Book: Grand old Duke of York</p> <p>Early Learning Goals Statutory framework for the early years foundation stage DfE publication (pages13-14 are specific to maths). ELG: Number Children at the expected level of development will: - 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.</p> <p>ELG: Numerical Patterns Children at the expected level of development will: -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</p>						

Continue to explore the structure and composition of numbers beyond 5 up to 10
Identify equal and unequal groups to doubles

Prior Learning: EYFS Development matters: [DfE Development Matters Guidance 2020](#) (pages 85-98 are specific to maths).
 Build on previous experiences of number from their home and nursery environments.

Session 1 – 4 each week: Number focus. Small steps taken from Mastering Number
[mastering-number-reception-overview.pdf](#)

Pupils will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.

Focus on equal and unequal groups when comparing numbers.

Understand that two equal groups can be called a 'double' and connect this to finger patterns.

Sort odd and even numbers according to their 'shape'.

Continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' problem.

Order numbers and play track games.

Join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers.

Day 5 and Continuous Provision: Geometry and Numerical Patterns focus. Take ideas for activities and the environment from White Rose Phase 6

[Spring 2 Phase 6 3D shape and patterns.pdf](#)

3D shapes

Patterns

Early Learning Goals

[Statutory framework for the early years foundation stage DfE publication](#) (pages 13-14 are specific to maths).

ELG: Number

Children at the expected level of development will:

- 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.

ELG: Numerical Patterns

Children at the expected level of development will:

-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

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	<p>Counting and number facts focus (up to 10)</p> <p>Prior Learning: EYFS Development matters: DfE Development Matters Guidance 2020 (pages 85-98 are specific to maths). Build on previous experiences of number from their home and nursery environments.</p> <p>Session 1 – 4 each week: Number focus. Small steps taken from Mastering Number mastering-number-reception-overview.pdf</p> <p>Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice. Continue to develop their counting skills, counting larger sets as well as counting actions and sounds. Explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame. Compare quantities and numbers, including sets of objects which have different attributes. Continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2.</p> <p>Day 5 and Continuous Provision: Geometry and Numerical Patterns focus. Take ideas for activities and the environment from White Rose Phase 7 and 8 Summer 1 Phase 7 spatial reasoning with shape and positional language.pdf Summer 1 Phase 8 spatial reasoning with shape.pdf Spatial reasoning with shape and positional language - Tangrams Compare height and length – Measure the height of 3 children, who will be re- measured each term.</p> <p>Texts: Compare height: Book: stickman Compare capacity – Book: MR walks pancakes</p> <p>Early Learning Goals Statutory framework for the early years foundation stage DfE publication (pages13-14 are specific to maths).</p> <p>ELG: Number Children at the expected level of development will: - 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.</p> <p>ELG: Numerical Patterns Children at the expected level of development will: - 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</p>						

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SUMMER 2	Counting and number facts focus (beyond 10)						
	<p>Prior Learning: EYFS Development matters: DfE Development Matters Guidance 2020 (pages 85-98 are specific to maths). Build on previous experiences of number from their home and nursery environments.</p>						
	<p>Session 1 – 4 each week: Number focus. Small steps taken from Mastering Number mastering-number-reception-overview.pdf</p>						
	<p>Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice. Begin to generalise about ‘one more than’ and ‘one less than’ numbers within 10. Continue to identify when sets can be subitised and when counting is necessary. Develop conceptual subitising skills including when using a Rekenrek.</p>						
	<p>Day 5 and Continuous Provision: Geometry and Numerical Patterns focus. Take ideas for activities and the environment from White Rose Phase 9 and 10 Summer 2 Phase 9 spatial reasoning visualise and build.pdf Summer 2 Phase 10 spatial mapping.pdf</p>						
	<p>Spatial reasoning: making models, reconstructions, visualising and using positional language, including patterns Spatial mapping Opportunities to apply all previously learnt geometry and spatial skills.</p>						
	<p>Early Learning Goals Statutory framework for the early years foundation stage DfE publication (pages 13-14 are specific to maths).</p>						
	<p>ELG: Number Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. 						
	<p>ELG: Numerical Patterns Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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 						