



**Five Stones Learning Federation  
Reception Maths Long Term Plan  
2021 to 2022**

**Fluency Development (Key Instant Recall Facts and Skills)**

**Key Skills**

<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
Counting forwards and backwards Number bonds within 6 1-1 correspondence Number formation - Ten town (0-6)  <b>Autumn 2</b> One more and One less	Doubling, Halving and Sharing Number bonds within 10 1-1 correspondence One more and One less Number formation - Ten town (0-10)	Counting forwards and backwards Doubling, Halving and Sharing Number bonds within 10 1-1 correspondence One more and One less Counting in 2s and 10s 10 more and 10 less Number formation - Ten town (0-20)

**Key Instant Recall Facts**

<b>Autumn 1</b>	<b>Spring 1</b>	<b>Summer 1</b>
I know the number names in order to 5.	I know the days of the week.	I can count in 10s.
<b>Autumn 2</b>	<b>Spring 2</b>	<b>Summer 2</b>
I know the numbers in order to 10.	I can partition numbers to 5 into two groups.	I can count in 5s.

**Topic Progression**

Autumn 1	Spring 1	Summer 1
<p><b>Number</b> Place Value - Numbers to 6 (6 weeks) Addition and Subtraction - Sorting (2 weeks)</p> <p>(7 weeks)</p>	<p><b>Number</b> Addition and Subtraction - Numbers to 5 (2 weeks) Place Value - Numbers to 10 (4 weeks)</p> <p>(6 Weeks)</p>	<p><b>Number</b> Consolidation and retrieval (2 weeks)</p> <p><b>Number</b> Multiplication and Division - Numerical Patterns (3 weeks)</p> <p>(5 Weeks)</p>
Autumn 2	Spring 2	Summer 2
<p><b>Number</b> Place Value - Comparing Groups (2 weeks) Addition and Subtraction - Change within 5 (3 weeks)</p> <p><b>Geometry</b> Exploring patterns (2 weeks)</p> <p>(7 Weeks)</p>	<p><b>Number</b> Addition and Subtraction - Numbers to 10 (3 weeks)</p> <p><b>Geometry</b> Shape and Space (3 weeks)</p> <p>(6 Weeks)</p>	<p><b>Number</b> Consolidation and retrieval (2 weeks)</p> <p><b>Measurement</b> Time (2 weeks)</p> <p>(7 Weeks)</p>

**Five Stones Learning Federation  
Reception Planning Guidance - 2021 to 2022**

Autumn 1	Spring 1	Summer 1
<p><b>Numbers (Using numbers 1 - 6)</b></p> <ul style="list-style-type: none"> <li>• Children count reliably with numbers from 1 to 6</li> <li>• Recognise some numerals of personal significance.</li> <li>• Recognises numerals 1 to 6.</li> <li>• Counts up to three or four objects by saying one number name for each item.</li> <li>• Count actions or objects which cannot be moved.</li> <li>• Selects the correct numeral to represent 1 to 6 objects.</li> <li>• Counts an irregular arrangement of up to 6 objects.</li> <li>• Begins to subitize values of 1 to 3 in regular formats.</li> </ul>	<p><b>Numbers (Securing numbers 1-6)</b></p> <ul style="list-style-type: none"> <li>• Place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.</li> <li>• Uses the language of 'more' and 'fewer' to compare two sets of objects.</li> <li>• Finds the total number of items in two groups by counting all of them.</li> <li>• Says the number that is one more than a given number.</li> <li>• Finds one more or one less from a group of up to five objects.</li> <li>• In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting.</li> </ul> <p><b>Numbers (Using numbers 1 - 10)</b></p> <ul style="list-style-type: none"> <li>• Children count reliably with numbers from 1 to 10</li> <li>• Recognises numerals 1 to 10.</li> <li>• Counts out up to 10 objects from a larger group.</li> <li>• Count actions or objects which cannot be moved.</li> <li>• Selects the correct numeral to represent 1 to 10 objects.</li> <li>• Counts objects to 10.</li> <li>• Counts an irregular arrangement of up to 10 objects.</li> <li>• Begins to subitize values of 3 to 5 in regular formats.</li> </ul>	<p><b>Numbers</b></p> <ul style="list-style-type: none"> <li>• Solve problems including doubling, halving and sharing</li> <li>• In practical activities and discussion, begin to use the vocabulary involved in doubling, halving and sharing.</li> </ul> <p>Combining objects into equal groups of 2s, 5s and 10s</p>
Autumn 2	Spring 2	Summer 2
<p><b>Numbers (Securing numbers 1-6)</b></p> <ul style="list-style-type: none"> <li>• Place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.</li> <li>• Uses the language of 'more' and 'fewer' to compare two sets of objects.</li> <li>• Finds the total number of items in two groups by counting all of them.</li> <li>• Says the number that is one more than a given number.</li> <li>• Finds one more or one less from a group of up to five objects.</li> <li>• In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting.</li> </ul>	<p><b>Numbers (Securing numbers 1-10)</b></p> <ul style="list-style-type: none"> <li>• Place them in order and say which number is one more or one less than a given number.</li> <li>• Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.</li> <li>• Uses the language of 'more' and 'fewer' to compare two sets of objects.</li> <li>• Finds the total number of items in two groups by counting all of them.</li> <li>• Says the number that is one more than a given number.</li> <li>• Finds one more or one less from a group of up to 10 objects.</li> <li>• In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting.</li> </ul>	<p><b>Shape, space and measures: Time</b></p> <ul style="list-style-type: none"> <li>• Children use everyday language to talk about time to compare quantities and to solve problems.</li> <li>• Uses everyday language related to time.</li> <li>• Orders and sequences familiar events.</li> <li>• Measures short periods of time in simple ways.</li> </ul>

<ul style="list-style-type: none"> <li>• Subitizes values of 1 to 3 in regular formats</li> <li>• Begins to subitize values of 1 to 3 in irregular formats.</li> </ul> <p><b>Shape, space and measures: Patterns</b></p> <ul style="list-style-type: none"> <li>• Use familiar objects and common shapes to create and recreate patterns and build models.</li> </ul>	<ul style="list-style-type: none"> <li>• Estimates how many objects they can see and checks by counting them.</li> <li>• Subitizes values of 3 to 5 in regular formats</li> <li>• Begins to subitize values of 3 to 5 in irregular formats.</li> </ul> <p><b>Shape, space and measures: Shape/ Position and Direction</b></p> <ul style="list-style-type: none"> <li>• Explore characteristics of everyday objects and shapes and use mathematical language to describe them.</li> <li>• Recognise, create and describe patterns.</li> <li>• Beginning to use mathematical names for 'solid' 3D shapes and mathematical terms to describe shapes.</li> <li>• Selects a particular named shape.</li> <li>• Use familiar objects and common shapes to create and recreate patterns and build models.</li> <li>• Children use everyday language to talk about position and distance to compare quantities and objects and to solve problems.</li> <li>• Can describe their relative position such as 'behind' or 'next to'.</li> </ul>	
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**Key:** Introduced, Embedded, Focus

Subject area		Key Vocabulary	Stem Sentences
Number	Place Value and Counting	Number, Whole, More, Less/ fewer, <b>Subitise</b> <b>Cardinal value</b> , Counting	<p><b>Composition of Numbers</b></p> <ul style="list-style-type: none"> <li>• One, two, three. There are three objects.</li> <li>• The 5 represents all of the counters.</li> <li>• The 2 represents the blue counters.</li> <li>• The 3 represents the red counters.</li> <li>• The whole is ___ and one part is ___, so the other part must be ___.</li> </ul> <p><b>One is less/fewer than three.</b></p> <ul style="list-style-type: none"> <li>• Two is equal to two.</li> <li>• Three is greater than one.</li> <li>• &lt; represents 'is less than.'</li> <li>• = represents 'is equal to.'</li> <li>• &gt; represents 'is more/greater than.'</li> </ul> <p><b>One More/Less (Adding one gives one more; Subtracting one gives one less)</b></p> <ul style="list-style-type: none"> <li>• The number before a given number is one less.</li> <li>• The number after a given number is one more.</li> <li>• One more than ___ is ___.</li> <li>• One less than ___ is ___.</li> </ul> <p><b>Numbers 11-19</b></p> <ul style="list-style-type: none"> <li>• There is one ten and ___ ones.</li> <li>• The 1 means one ten and the ___ means ___ one(s).</li> <li>• Eleven, twelve, thirteen, ...</li> <li>• One ten one, one ten two, one ten three, ...</li> <li>• ___ is equal to ten plus ___.</li> </ul>
	Addition	<b>Part, Whole, Addition, Add, Total, Sum, Equal, Composition, Number sentence</b>	<p><b>Introducing Part and Whole (A whole can be split into more than one part in lots of different ways.)</b></p> <ul style="list-style-type: none"> <li>• This is a whole ___ because I have all of it.</li> <li>• This is not a whole ___ because I don't have all of it. OR</li> <li>• This is not a whole ___ because I only have part of it.</li> </ul>

Subject area		Key Vocabulary	Stem Sentences
	Subtraction	Part, Whole, Take away, Equal, Total, Amount, Number sentence	<ul style="list-style-type: none"> <li>• A whole can be split into two parts in lots of different ways.</li> <li>• A whole is always bigger than a part of the whole.</li> <li>• A part is always smaller than its whole.</li> </ul> <p><b>Introducing Part and Whole with Objects</b></p> <ul style="list-style-type: none"> <li>• This is a whole group of ____ because I have all of them; none of them are missing.</li> <li>• This is not a whole group of ____ because I don't have all of them; some of them are missing.</li> <li>• This is not a whole group of ____ because I only have part of it.</li> <li>• There are 5 pencils in the whole group.</li> <li>• There are 2 pencils in this part of the group.</li> <li>• The 5 represents the number of pencils in the group.</li> <li>• There are ____ objects.</li> <li>• ____ is the whole.</li> <li>• There are ____ and ____.</li> <li>• ____ is a part and ____ is a part.</li> </ul> <p><b>Leading to:</b></p> <ul style="list-style-type: none"> <li>• ____ is the whole; ____ is a part and ____ is a part.</li> <li>• ____ is a part and ____ is a part; ____ is the whole.</li> </ul> <p><b>Addition (Aggregation/ Combining Groups)</b></p> <ul style="list-style-type: none"> <li>▪ There are ____ and ____.</li> <li>▪ We can write this as ____ plus ____.</li> <li>▪ The ____ represents the ____.</li> <li>▪ The ____ represents the ____ (e.g. objects in a problem)</li> <li>▪ ____ is equal to ____ plus ____.</li> <li>▪ ____ plus ____ is equal to ____.</li> <li>▪ ____ and ____ are the addends.</li> <li>▪ ____ is the sum.</li> </ul>
	Multiplication	Equal, Unequal, Double	
	Division	Half	
	Fractions		
Geometry	2d Shape	Squares, Circles, Triangles	
	3d shape	Cube, Pyramid, Sphere, Cone	
	Positioning & Direction		
Measure	Time	Quicker, Slower, Earlier, Later	
	Money		
	Length & Height	Long, Short, Longer, Shorter, Tall, Short, Double, Half	<p><b>Comparisons and Measures</b></p> <ul style="list-style-type: none"> <li>• The ____ is heavier than the ____.</li> <li>• The ____ is lighter than the ____.</li> <li>• The ____ is the same length/weight as the ____.</li> </ul> <p>N.b. Say less when uncountable (e.g. juice/water); fewer when countable (e.g. apples/bananas).</p> <ul style="list-style-type: none"> <li>• There is/are more ____ than ____.</li> <li>• There is/are fewer/ less ____ than ____.</li> </ul>
	Mass & Weight	Heavy, Light, Heavier, Lighter,	
Capacity & Volume/Temperature	Full, Empty, Half full, Half empty		
Algebra	Equations, formulae, sequences	Bonds, Missing numbers	

Reception - NRICH Activities

Number	Measurement	Geometry
<p><b>Comparing Numbers</b></p> <p>Use the language of 'more' and 'fewer' to compare two sets of objects            ELG - with numbers from one to 20, place them in order            Say the number that is one more than a given number            ELG - with numbers from 1 to 20 say which number is one more or less than a given number</p> <p><a href="#">Number Rhymes</a>  <a href="#">Using Books: Maisy Goes Camping</a>  <a href="#">Number Rhymes</a></p>	<p><b>Comparing and Estimating</b></p> <p>Order two or three items by length or height</p> <p><a href="#">Making Caterpillars</a>  <a href="#">Long Creatures</a>  <a href="#">Sock Washing Line</a>  <a href="#">Wrapping Parcels</a></p>	<p><b>Identifying Shapes and their Properties</b></p> <p>Use familiar objects and common shapes to create and recreate patterns            ELG - They recognise, create and describe patterns</p> <p><a href="#">Pattern Making</a>  <a href="#">Collecting</a></p>
<p><b>Identifying, Representing and Estimating Numbers</b></p> <p>Select the correct numeral to represent 1 to 5, then 1 to 10 objects.            Estimate how many objects they can see and check by counting them.</p> <p><a href="#">Tidying</a>  <a href="#">Dice</a>  <a href="#">Owl's Packing List</a>  <a href="#">Show Me</a>  <a href="#">Estimation Station</a>  <a href="#">Dice</a></p>	<p>Order two items by weight or capacity</p> <p><a href="#">Presents</a>  <a href="#">I Have a Box</a>  <a href="#">Mud Kitchen</a>  <a href="#">Cooking with Children</a>  <a href="#">Balances</a>  <a href="#">Water, Water ...</a>  <a href="#">The Spring Scale</a></p>	<p>Begin to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes</p> <p><a href="#">Exploring 2D Shapes</a>  <a href="#">Making a Picture</a>  <a href="#">Shapes in the Bag</a></p> <p>ELG - They explore characteristics of everyday objects and shapes and use mathematical language to describe them</p> <p><a href="#">Making Footprints</a>  <a href="#">Tubes and Tunnels</a></p>
<p><b>Reading and Writing Numbers</b></p> <p>Recognise some numerals of personal significance            Recognise numerals 1 to 5</p> <p><a href="#">Golden Beans</a></p>	<p>Order and sequence familiar events            Measure short periods of time in simple ways            ELG - children use everyday language to talk about time</p> <p><a href="#">Timing</a></p>	<p><b>Drawing and Constructing</b></p> <p>Use familiar objects and common shapes to create and recreate patterns and build models</p> <p><a href="#">Building Towers</a></p>
<p><b>Mental Calculation</b></p> <p>Find the total number of items in two groups by counting all of them            In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting            Record, using marks that they can interpret and explain            ELG - using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer</p> <p><a href="#">The Box Game</a>  <a href="#">The Voting Station</a></p>		<p><b>Comparing and Classifying</b></p> <p>Begin to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes</p> <p><a href="#">Exploring 2D Shapes</a>  <a href="#">Making a Picture</a>  <a href="#">Shapes in the Bag</a></p> <p><b>Angles</b></p> <p>Describe their relative position such as 'behind' or 'next to'</p> <p><a href="#">Paths</a>  <a href="#">Position with Wellies</a>  <a href="#">Scooters, Bikes and Trikes</a>  <a href="#">Small World Play</a></p>