

Beaufront First School

Reception – Mathematics Medium Term Plan: Autumn Term #2 2017

| Topic – 'Space' Mini-Topic – Winter festivals and celebrations: Halloween, Diwali, Bonfire Night, Christmas. | | | | | | | |
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| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
| Numbers | <p>Focus: Number recognition and order 1-10.</p> <p>Objectives: Recites numbers in order to 10; Shows an interest in numerals in the environment; Recognises some numerals of personal significance; Recognises numerals 1 to 5; Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</p> | <p>Focus: Number recognition and order 1-20.</p> <p>Objectives: Recites numbers in order to 10; Shows an interest in numerals in the environment; Recognises some numerals of personal significance; Recognises numerals 1 to 5; Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</p> | <p>Focus: One more/one less 1-10.</p> <p>Objectives: Knows that numbers identify how many objects are in a set; Sometimes matches numeral and quantity correctly; Counts up to three or four objects by saying one number name for each item; 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; Finds one more or one less from a group of up to 5 objects, then 10 objects.</p> | <p>Focus: One more/one less 1-10 or 20.</p> <p>Objectives: Knows that numbers identify how many objects are in a set; Sometimes matches numeral and quantity correctly; Counts up to three or four objects by saying one number name for each item; 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; Finds one more or one less from a group of up to 5 objects, then 10 objects.</p> | <p>Focus: Combining small groups (early addition).</p> <p>Objectives: Compares two groups of objects, saying when they have the same number; Shows an interest in number problems; Uses the language of 'more' and 'fewer' to compare two sets of objects; Finds the total number of items in two groups by counting all of them; Finds one more or one less from a group of up to five objects, then ten objects; In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting;</p> | <p>Focus: Addition</p> <p>Objectives: Compares two groups of objects, saying when they have the same number; Shows an interest in number problems; Uses the language of 'more' and 'fewer' to compare two sets of objects; Finds the total number of items in two groups by counting all of them; Finds one more or one less from a group of up to five objects, then ten objects; In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting; Records, using marks that they can interpret and explain. Begins to identify own mathematical problems based on own interests and fascinations.</p> | Christmas! |
| Shape, Space and Measure | <p>Focus: Time (day and night).</p> <p>Objectives: Uses everyday language related to time; Orders and sequences familiar events.</p> | <p>Focus: Time (day and night).</p> <p>Objectives: Uses everyday language related to time; Orders and sequences familiar.</p> | <p>Focus: 2D and 3D shapes.</p> <p>Objectives: Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'; Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes; Selects a particular named shape.</p> | <p>Focus: Position</p> <p>Objectives: Uses positional language; Can describe their relative position such as 'behind' or 'next to'.</p> | <p>Focus: Money</p> <p>Objectives: Beginning to use everyday language related to money.</p> | <p>Focus: Money</p> <p>Objectives: Beginning to use everyday language related to money.</p> | Christmas! |