

# Beaufront First School

## Reception – Mathematics Medium Term Plan: Spring Term #1 2018

Topic – 'The Land of Make Believe' Mini-Topic – New Year; UNICEF; Friendship Day; Chinese New Year; Valentine's Day.					
	Week 1	Week 2	Week 3	Week 4	Week 6
<b>Numbers</b>	<p><b>Focus:</b> Addition</p> <p><b>Objectives:</b> 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; Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.</p>	<p><b>Focus:</b> Subtraction</p> <p><b>Objectives:</b> 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; Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.</p>	<p><b>Focus:</b> Number bonds to 10</p> <p><b>Objectives:</b> : Selects the correct numeral to represent 1 to 10 objects; Finds the total number of items in two groups by counting all of them; 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; Solve problems.</p>	<p><b>Focus:</b> Number order, numeral recognition and formation (link to Chinese New Year)</p> <p><b>Objectives:</b> Selects the correct numeral to represent 1 to 10 objects (and beyond); Says the number that is one more than a given number; Count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number.</p>	<p><b>Focus:</b> Number patterns</p> <p><b>Objectives:</b> Records, using marks that they can interpret and explain; Begins to identify own mathematical problems based on own interests and fascinations; Solve problems, including doubling, halving and sharing.</p>
<b>Shape, Space and Measure</b>	<p><b>Focus:</b> Measure – capacity</p> <p><b>Objectives:</b> Orders two items by... capacity; Use everyday language to talk about size... capacity... to compare quantities and objects and to solve problems.</p>	<p><b>Focus:</b> Measure – length/ height (link to measuring letters in the Post Office role-play)</p> <p><b>Objectives:</b> Orders two or three items by length or height; Use everyday language to talk about size...to compare quantities and objects and to solve problems.</p> <p>Recap and revisit money – Beginning to use everyday language related to money</p>	<p><b>Focus:</b> Measure - weight</p> <p><b>Objectives:</b> Orders two or three items by weight or capacity; Use everyday language to talk about size, weight, capacity...to compare quantities and objects and to solve problems.</p>	<p><b>Focus:</b> Time (days of the week, months of the year, years – linked to Chinese New Year)</p> <p><b>Objectives:</b> Uses everyday language related to time; Orders and sequences familiar events; Measures short periods of time in simple ways; Use everyday language to talk about...time... to compare quantities and objects and to solve problems.</p>	<p><b>Focus:</b> 3D shapes</p> <p><b>Objectives:</b> Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes; Selects a particular named shape; Explore the characteristics of everyday objects and shapes and use mathematical language to describe them.</p>