

Reception Mathematics Long term Plan 2023-24

White Rose Adapted

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Getting to know you.			Match, sort and compare, Talk, measure and patterns			Its me 1,2,3! Circles and triangles			1,2,3,4 Shapes with 4 sides		
Autumn	Baseline Assessment.			Number: - Match and sort - Compare amounts Measure, shape and Spatial thinking: - Compare size, mass and capacity - Exploring pattern			Number: - Representing 1,2,3 - Comparing 1,2,3 - Composition of 1,2,3 Measure, shape and Spatial thinking: - Circles and triangles - Positional language - Finding one more - Finding one less - Addition and subtraction problem solving			Number: - Representing numbers to 5 - One more, one less Measure, shape and Spatial thinking: - Shapes with 4 sides - Time - Measuring time - Calendars - Days of the week		

ST. GEORGE'S CE PRIMARY SCHOOL LONG TERM PLANNING
(National Curriculum Coverage)

LEARNING THE ST. GEORGE'S WAY- BROAD, BALANCED AND WITH DEPTH

Spring	Alive in 5! Mass and capacity	Growing 6,7,8 Length, height and time	Building 9 and 10!	Explore 3D shapes
	Number: - Introducing zero - Comparing numbers to 5 - Composition of 4 and 5 Measure, shape and Spatial thinking: - Compare mass (2) - Compare capacity (2)	Number: 6,7,8 - Combining 2 amounts - Making pairs Measure, shape and Spatial thinking: - Length - Height - Time	Number: - Counting to 9 and 10 - Comparing numbers to 10 - Number bonds to 10	Measure, shape and Spatial thinking: 3D shapes - Spatial awareness - Patterns
Summer	To 20 and beyond! How many now?	Manipulate, compose and decompose	Sharing and grouping	Visualise, build and map Consolidation
	Number: - Building numbers beyond 10 - Counting patterns beyond 10 Measure, shape and Spatial thinking: - Spatial reasoning (1) - Match, rotate, manipulate	Number: - Adding more - Take away Measure, shape and Spatial thinking: - Spatial reasoning (2) - Compose and decompose	Number: - Doubling - Sharing and grouping - Odd and even numbers Measure, shape and Spatial thinking: - Spatial reasoning (3) - Visualise and build	Number: - Deepening understanding, patterns and relationships Measure, shape and Spatial thinking: - Spatial reasoning (4) - Mapping

				Addressing any misconceptions and gaps in learning; planning to meet the children's needs as an individual cohort.
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Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.