



Maths Long Term Map

Reception

Autumn 1 - All about me			
Autumn 1	<h3>Number 0-2 (Ten Town)</h3> <p><u>Comparison, counting, composition, change</u></p> <p><i>1 Number taught across 2 weeks.</i></p> <ul style="list-style-type: none"> Baseline Assessments. Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond 10. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0-5 and some to 10. 	<h3><u>Provision and resources</u></h3> <ul style="list-style-type: none"> Songs to be introduced when a new number is taught and repeated throughout the year. Zero pond's song, King One's song, Tommy Two's song, Ten Town subscriptions. Stories to be introduced when a new number is taught. Zero pond's story, King One's story, Tommy Two's story, Ten Town subscriptions. <u>Comparison</u> - Introduce the number and explore lots of different representations of each number - ten frame and counters, part whole model, counting beads, number line, numicon, number digit, number word, Ten Town character, die, coins, clock, multilink cubes, 0-10 drawstring number bags from Ten Town, Ten Town 0-10 number lines. <u>Comparison</u> - Can the children find an object that represents the focus number when Shown numerous objects? Use the stem sentences - This is ____ This has ____ (insert number.) <u>Comparison</u> - Draw or paint the focus number worth of objects. <u>Comparison</u> - Count the focus number worth of objects using 1-1 correspondence. Use the stem sentence, I can see ____ Counting shapes. <u>Comparison</u> - Refer to the display board / point board to find the focus number. Can the children explain why it is the focus number? Prove it by counting out loud. <u>Comparison</u> - Use the Ten Town formation rhymes to support number formation of each focus number. Squared whiteboards and Wipable wallets for repeated practise. 	<h3><u>Vocabulary</u></h3> <p>zero, one, two, zero pond, King One, Tommy Two,</p> <p>count, represent, ten frame, part whole model, numicon, number line, add, subtract, equals, make, bond</p>

* Comparison - Can the children show each focus number using their fingers? Can they clap the focus number? Can they stomp etc?

* Counting - Show numberblocks clips to model counting to each focus number.

* Counting - Count the focus number of Winter objects. Winter counting shapes.

* Counting - Count the focus number of mimed actions (throwing snow balls, putting on hat, rolling a snow man.

* Counting - On a whiteboard, tally the focus number, draw the number in a ten frame, in a part whole model etc. Ten frame stickers and part whole model stickers.

* Counting - Build a tower using the focus number of blocks. Count the blocks demonstrating that the last number counted is the total.

* Counting practise -

Tweezers to pick up focus number of objects.

Bead threading

Link numbers and amounts.



* Composition - How can you make ____ (focus number.) Children to add themselves together to make the focus number of children.

* Composition - Use a ten frame and two coloured counters to find ways to make the focus number. Say the stem sentence ____ + ____ makes ____ Ten frames and counters.



- * Composition - Use a part whole model and numicon to make the focus number. Say the stem sentence $__$ is $__ + __$ Part whole models and numicon.



- * Change - Have counters on a ten frame already. Can the children add more counters to increase the whole to the focus number. Use the 2nd side so we have 2 colours. Use the stem sentence $__$ add $__$ equals $__$ counters.

- * Change - Have counters in a part whole model already. Can the children add more counters to increase the whole to the focus number. Use the 2nd part section so we can clearly see the separate parts. Use the stem sentence $__$ adds $__$ equals $__$ counters.

- * Change - Have counters in a ten frame already. Can the children remove counters to decrease the whole number? Use the stem sentence $__ - __$ equals $__$

- * Change - Have counters in the whole section of a part whole model already. Can the children remove counters to decrease the whole number. Use the stem sentence $__ - __$ equals $__$ counters.

Autumn 2 - People who help us

Autumn 2

Number Number 3-5 (Ten Town)

Comparison, counting, composition, change

1 Number taught across 2 weeks.

- Count objects, actions and sounds.
- Subitise.
- Link the number symbol (numeral) with its cardinal number value.
- Count beyond 10.
- Compare numbers.
- Understand the 'one more than/one less than' relationship between consecutive numbers.
- Explore the composition of numbers to 10.
- Automatically recall number bonds for numbers 0-5 and some to 10.

• Songs to be introduced when a new number is taught and repeated throughout the year. Thelma Three's song, Freddie Fours's song, Fiona Five's song. **Ten Town subscriptions.**

• Stories to be introduced when a new number is taught. **Thelma Three's story, Freddie Fours's story, Fiona Five's story, Ten Town subscriptions.**

• Comparison - Introduce the number and explore lots of different representations of each number - **ten frame and counters, part whole model, counting beads, number line, numicon, number digit, number word, Ten Town character, die, coins, clock, multilink cubes, 0-10 drawstring number bags from Ten Town, Ten Town 0-10 number lines.**

• Comparison - Can the children find an object that represents the focus number when Shown numerous objects? Use the stem sentences - This is ____ This has ____ (insert number.)

• Comparison - Draw, foam number print or paint the focus number worth of objects. **Foam numbers.**

• Comparison - Count the focus number worth of objects using 1-1 correspondence. Use the stem sentence, I can see ____ **Counting shapes.**

• Comparison - Refer to the display board / point board to find the focus number. Can the children explain why it is the focus number? Prove it by counting out loud.

• Comparison - Use the Ten Town formation rhymes to support number formation of each focus number. **Squared whiteboards and Wipable wallets for repeated practise.**

• Comparison - Can the children show each focus number using their fingers? Can they clap the focus number? Can they stomp etc?

,
three, four, five,
Thelma Three,
Freddie Four, Fiona
Five

count, represent,
ten frame, part
whole model,
compare, numicon,
number line, add,
subtract, equals,
make., bond

* Counting - Show numberblocks clips to model counting to each focus number.

* Counting - Count the focus number of Winter objects. **Winter counting shapes.**

* Counting - Count the focus number of mimed actions (throwing snow balls, putting on hat, rolling a snow man.

* Counting - On a whiteboard, tally the focus number, draw the number in a ten frame, in a part whole model etc. **Ten frame stickers and part whole model stickers.**

* Counting - Build a tower using the focus number of blocks. Count the blocks demonstrating that the last number counted is the total.

* Counting practise -


Paint ____ firemen / policemen Count people who help
nurses etc. us figures.



* Composition - How can you make ____ (focus number.) Children to add themselves together to make the focus number of children.

* Composition - Use a ten frame and two coloured counters to find ways to make the focus number. Say the stem sentence ____ + ____ makes ____ **Ten frames and counters.**



		<p>* <u>Composition</u> - Use a part whole model and numicon to make the focus number. Say the stem sentence $__$ is $__ + __$ Part whole models and numicon.</p>  <p>* <u>Change</u> - Have counters on a ten frame already. Can the children add more counters to increase the whole to the focus number. Use the 2nd side so we have 2 colours. Use the stem sentence $__$ add $__$ equals $__$ counters.</p> <p>* <u>Change</u> - Have counters in a part whole model already. Can the children add more counters to increase the whole to the focus number. Use the 2nd part section so we can clearly see the separate parts. Use the stem sentence $__$ adds $__$ equals $__$ counters.</p> <p>* <u>Change</u> - Have counters in a ten frame already. Can the children remove counters to decrease the whole number? Use the stem sentence $__ - __$ equals $__$</p> <p>* <u>Change</u> - Have counters in the whole section of a part whole model already. Can the children remove counters to decrease the whole number. Use the stem sentence $__ - __$ equals $__$ counters.</p>	
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Spring 1 - Under the sea

Spring 1	<p>Number Number 6-8 (Ten Town)</p> <p><u>Comparison, counting, composition, change</u></p> <p><i>1 Number taught across 2 weeks.</i></p> <ul style="list-style-type: none"> Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond 10. Compare numbers. Understand the 'one more than/one less than' 	<p>* Songs to be introduced when a new number is taught and repeated throughout the year. Seal Six's song, Sir Seven's song, Eric Eight's song. Ten Town subscriptions.</p> <p>* Stories to be introduced when a new number is taught. Seal Six's story, Sir Seven's story, Eric Eight's story. Ten Town subscriptions.</p> <p>* <u>Comparison</u> - Introduce the number and explore lots of different representations of each number - ten frame and counters, part whole model, counting beads, number line, numicon, number digit, number word, Ten Town character, die, coins, clock, multilink cubes, 0-10 drawstring, number bags from Ten Town, Ten Town 0-10 number lines.</p> <p>* <u>Comparison</u> - Can the children find an object that represents the focus number when</p>	<p>Seal Six, Sir Seven, Eric Eight</p> <p>count, represent, ten frame, part whole model, compare, numicon, number line, add, subtract, equals, make, bond</p>
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relationship between consecutive numbers.

- Explore the composition of numbers to 10.
- Automatically recall number bonds for numbers 0-5 and some to 10.

Shown numerous objects? Use the stem sentences - This is ____ This has ____
(insert number.)

* Comparison - Draw, foam number print or paint the focus number worth of objects.
Foam numbers.

* Comparison - Count the focus number worth of objects using 1-1 correspondences. Use the stem sentence, I can see ____ Counting shapes.

* Comparison - Refer to the display board / point board to find the focus number. Can the children explain why it is the focus number? Prove it by counting out loud.

* Comparison - Use the Ten Town formation rhymes to support number formation of each focus number. Squared whiteboards and Wipable wallets for repeated practise.

* Comparison - Can the children show each focus number using their fingers? Can they clap the focus number? Can they stomp etc?

* Counting - Show numberblocks clips to model counting to each focus number.

* Counting - Count the focus number of Winter objects. Winter counting shapes.

* Counting - Count the focus number of mimed actions (throwing snow balls, putting on hat, rolling a snow man.

* Counting - On a whiteboard, tally the focus number, draw the number in a ten frame, in a part whole model etc. Ten frame stickers and part whole model stickers.

* Counting - Build a tower using the focus number of blocks. Count the blocks demonstrating that the last number counted is the total

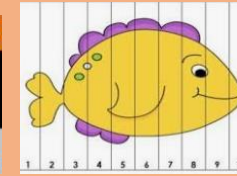
- Counting practise -



Counting sea objects
in the maths area,
sand tray and water.



Counting and selecting
the correct number.



Simple numbered jigsaw.

- Composition - How can you make ____ (focus number.) Children to add themselves together to make the focus number of children.

- Composition - Use a ten frame and two coloured counters to find ways to make the focus number. Say the stem sentence ____ + ____ makes ____ **Ten frames and counters.**



- Composition - Use a part whole model and numicon to make the focus number. Say the stem sentence ____ is ____ + ____ **Part whole models and numicon.**



- Change - Have counters on a ten frame already. Can the children add more counters to increase the whole to the focus number. Use the 2nd side so we have 2 colours. Use the stem sentence ____ add ____ equals ____ counters.

		<ul style="list-style-type: none"> * <u>Change</u> - Have counters in a part whole model already. Can the children add more counters to increase the whole to the focus number. Use the 2nd part section so we can clearly see the separate parts. Use the stem sentence <u> </u> adds <u> </u> equals <u> </u> counters. * <u>Change</u> - Have counters in a ten frame already. Can the children remove counters to decrease the whole number? Use the stem sentence <u> </u> - <u> </u> equals <u> </u> * <u>Change</u> - Have counters in the whole section of a part whole model already. Can the children remove counters to decrease the whole number. Use the stem sentence <u> </u> - <u> </u> equals <u> </u> counters. 	
Spring 2 - Growing and Easter			
Spring 2	<p><u>Number 9-10 (Ten Town)</u></p> <p><u>Comparison, counting, composition, change</u></p> <p><i>1 Number taught across 2 weeks.</i></p> <ul style="list-style-type: none"> • Count objects, actions and sounds. • Subitise. • Link the number symbol (numeral) with its cardinal number value. • Count beyond 10. • Compare numbers. • Understand the 'one more than/one less than' relationship between consecutive numbers. • Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0-5 and some to 10. 	<ul style="list-style-type: none"> * Songs to be introduced when a new number is taught and repeated throughout the year. Nina Nine's song, Tia Ten's song, Ten Town subscriptions. * Stories to be introduced when a new number is taught. Nina Nine's story, Tia Ten's story, Ten Town subscriptions. * <u>Comparison</u> - Introduce the number and explore lots of different representations of each number - ten frame and counters, part whole model, counting beads, number line, numicon, number digit, number word, Ten Town character, die, coins, clock, multilink cubes, 0-10 drawstring number bags from Ten Town, Ten Town 0-10 number lines. * <u>Comparison</u> - Can the children find an object that represents the focus number when Shown numerous objects? Use the stem sentences - This is <u> </u> This has <u> </u> (insertnumber.) * <u>Comparison</u> - Draw, foam number print or paint the focus number worth of objects. Foam numbers. * <u>Comparison</u> - Count the focus number worth of objects using 1-1 correspondence. Use the stem sentence, I can see <u> </u> Counting shapes. * <u>Comparison</u> - Refer to the display board / point board to find the focus number. Can 	<p>nine, ten, Nina Nine, Tia Ten</p> <p>count, represent, ten frame, part whole model, compare, numicon, number line, add, subtract, equals, make, bond</p>

the children explain why it is the focus number? Prove it by counting out loud.

- * Comparison - Use the Ten Town formation rhymes to support number formation of each focus number. Squared whiteboards and Wipable wallets for repeated practise.

- * Comparison - Can the children show each focus number using their fingers? Can they clap the focus number? Can they stomp etc?

- * Counting - Show numberblocks clips to model counting to each focus number.

- * Counting - Count the focus number of Winter objects. Winter counting shapes.

- * Counting - Count the focus number of mimed actions (throwing snow balls, putting on hat, rolling a snow man.

- * Counting - On a whiteboard, tally the focus number, draw the number in a ten frame, in a part whole model etc. Ten frame stickers and part whole model stickers.

- * Counting - Build a tower using the focus number of blocks. Count the blocks demonstrating that the last number counted is the total.

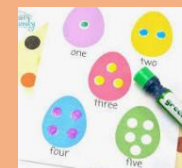
- * Counting practise -



Add the correct number of stickers on the egg.



Count the eggs in the egg boxes.



Add the correct number of circles to match the numerals.

Summer 1 - Dinosaurs

Shape & Space

- Select, rotate and manipulate shapes to develop spatial reasoning skills.

Copy patterns using building sets.



Create dinosaurs from 2d shapes



Cut and stick 2d shapes to create dinosaurs



Solve a range of dinosaur jigsaws with increasing difficulty.



- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.

Investigate how shapes can be combined to make new shapes: for example, two triangles can be put together to make a square.



shape, 2d, 3d,
rotate, turn,
compose,
decompose,
continue, copy,
pattern, repeat,
repeating pattern,
circle, square,
triangle, rectangle,
pentagon, hexagon,
cube, cuboid,
sphere, cone,
pyramid.

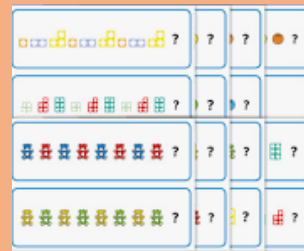
- Continue, copy and create repeating patterns.

Encourage children to predict what shapes they will make when paper is folded.



Make patterns with varying rules (including AB, ABB and ABBC)

Maths resources



With fruit



With construction materials



Peg boards



Summer 2 - Space

Measure

- Compare length, weight and capacity.

Use blocks to measure length - How many blocks tall is the astronaut?



Children lay down in the playground to be measures using chalk lines. Question the children. Which line is taller / shorter etc.



Comparative language such as than, heavy, heavier, light, lighter, less, more, equal to, same, long, short, longer, shorter, full, empty, almost full, almost empty

Measure chalk lines in non standard units (cubes, dinosaurs etc.)



Which stick is the longest / shortest? Can you order them by length?



Compare the weight of different, given objects using balance scales.



Can the children balance the scales? What does this mean?

Explore capacity with coloured water. Encourage capacity talk. All of the containers are full etc.



Can you show - almost full? almost empty etc?



Match the containers to the labels.



