



Maths Medium Term Overview Spring Reception / Year 1

Spring term	Year 1	Reception
Week & Focus	NC objectives to be covered. NB – Non-statutory guidance and small step changes in repeated objectives are in bold.	
1 – Number and Place value	- Count forwards and backwards to at least 50, beginning with 0 or 1, or from any given number. - Count, read and write numbers to at least 50 in numerals. - Count in multiples of twos and fives to at least 50. - Read and write numbers from 1 to 20 in numerals and words. - Given a number, identify one more and one less than numbers to at least 50. - Identify and represent numbers using objects and pictorial representations, intro including the number line, up to at least 50.	- Build and identify numbers to 20 (and beyond) using a range of resources (10 frames, towers of cubes, bead strings) - Understand that numbers are composed of full 10's and parts of the next 10. - Recognise that the numbers 1-9 repeat after every full ten. (11- 1 full ten and one, 12- one full ten and two) - Count on and back to 20 - Count on or back from different starting points. - Say what comes before or after a given number. - Place a sequence of numbers in order.



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	Use the language of: equal to, more than, less than (fewer), most, least with numbers up to 50.	
2 – Addition	- Read, write and interpret mathematical statements involving addition (+) and equals (=) signs to 20. - Represent and use number bonds within 20 – including part/whole models. - Add one-digit and two-digit numbers up to 20, including zero. - Solve one-step problems that involve addition to 20, using concrete objects and pictorial representations (including use of marked number lines/tracks). (To include simple missing number problems within 20, if appropriate.) - Consolidate language related to addition: put together, add, altogether, total, more than.	Working within 10 - Use real objects to see that the quantity of a group can be changed by adding more. - Complete and make up mathematical stories using the first, then, now structure. - Represent number stories using 10 frames, number tracks and their fingers. - Explore number bonds to ten using real objects in different contexts.



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	Refer to pages 4-9 of addition booklet, building on and extending learning appropriately from Autumn.	
3,4- Subtraction	▪ FOCUS ON THE PARTITIONING STRUCTURE OF SUBTRACTION (FIND MISSING PARTS) – SEE PAGES 7-9 OF CALCULATION POLICY ▪ Read, write and interpret mathematical statements involving subtraction (–) and equals (=) signs, within 20. ▪ Represent and use subtraction facts within 20 – including use of part/whole models. ▪ Subtract one-digit numbers to 20, including zero. ▪ Solve one-step problems that involve subtraction, using concrete objects and pictorial representations. (To include simple missing number problems within 20, if appropriate) ▪ Intro language related to subtraction: whole, part.	Working within 10 ▪ Use real objects to see that the quantity of a group can be changed by taking items away. (working within 10) ▪ Complete and make up mathematical stories using the first, then, now structure. (working within 10) ▪ Represent number stories using 10 frames, number tracks and their fingers. (working within 10) ▪ Explore number bonds to ten using real objects in different contexts.



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	Refer to pages 7-9 of subtraction booklet.	
5 - money	▪ Recognise and know the value of different denominations of coins and notes.	▪ Begin to handle money in practical situations. ▪ Recognise some coins within role-play activities. ▪ Be able to sort coins of the same denomination.
6 – Multiplication	▪ Recap counting in multiples of 2, 5. ▪ Group small quantities into twos and fives and relate to repeated addition – begin to understand multiplication (not the X symbol). ▪ Make and understand arrays with groups of 2 and 5 and relate to repeated addition and multiplication. ▪ Double numbers and quantities – consolidation ▪ Solve one-step problems involving multiplication (related to 2s and 5s) by calculating the answer using concrete	▪ Recap that a pair is 2. ▪ To be able to count in 2's up to 20 ▪ Arrange small quantities into pairs and notice that some quantities will have an odd one left over with no partner. ▪ To recap what a double is and be able to recall doubles up to 6+6.



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	objects, pictorial representations and arrays, with the support of the teacher. Refer to pages 3-4 of multiplication booklet.	
7– Division	▪ Group small quantities into equal groups of 2 and relate to division (not the $\div$ symbol). ▪ Share small quantities into 2 groups and relate to division (not the $\div$ symbol). ▪ Solve one-step problems involving division (related to 2s) by calculating the answer using concrete objects, pictorial representations and arrays, with the support of the teacher. ▪ Recognise, find and name a half as one of two equal parts of an object, shape or quantity – connect halves to the equal sharing and grouping of sets of objects and to measures, as well as recognising halves as part of a whole. Refer to pages 3-4 of division booklet.	▪ Recognise equal groups ▪ Share items equally in practical activities.



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8- Fractions	▪ Recognise, find and name a half as one of two equal parts of an object or shape (Consolidation) ▪ Recognise, find and name a quarter as one of four equal parts of an object or shape.	▪ Begin to explore half of shapes and understand that a half is one of two equal parts of an object or shape.
Friday Measurement – Time Mass/weight	▪ Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] ▪ Compare, describe and solve practical problems for lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half.) ▪ Recognise and use language relating to dates, including days of the week, weeks, months. ▪ Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later]. ▪ Measure and begin to record the following: time (hours, minutes, seconds).	▪ Order and sequence important times in the day. ▪ Use language such as now, before, after, later, soon, then and next to describe when events happen. ▪ Use the vocabulary of yesterday, today and tomorrow to describe when events happen. ▪ Describe significant events in their lives and talk about events they are looking forward to. ▪ Use the language of heavy, heavier than, heaviest, light, lighter than, lightest to compare items. ▪ Understand that bigger items are not always heavier.



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	▪ Tell the time to the hour. ▪ Compare, describe and solve practical problems for mass/weight (e.g. heavy/light, heavier than, lighter than.) ▪ Measure and begin to record mass/weight. Move from using and comparing mass/weight using non-standard units, to using manageable common standard units.	
Friday– Geometry – Properties of shapes	▪ Recognise and name common 3-D shapes, including: ▪ 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. ▪ Recognise 3D shapes in different orientations and sizes, and know that cuboids and pyramids are not always similar to each other.	▪ Explore and manipulate 3-D shapes through block play and modelling. ▪ Construct their own 3-D shapes in different ways. ▪ Know the names of 3-D shapes (cylinder, cone, cube, cuboid, sphere, pyramid, triangular prism). ▪ Explore similarities and differences between different 3-D shapes and sort them according to what they notice.



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		▪ Explore patterns which use items more than once in each repeat for example ABB, AAB, AABB, AABBB. ▪ Create patterns around the edge of shapes as well as straight lines.
ADDITIONAL WEEKS FOR ASSESSMENT, REVISITING, CONSOLIDATION & THEMED WORK		