



Maths Medium Term Overview – Autumn Reception

Reception - Autumn Term	
Units and Focus	Objectives to be covered.
<u>Wks 2-4</u> <u>Phase 1</u> <u>Just like me</u> Comparing and sorting objects Comparing quantities. Compare size, mass and capacity	▪ Match objects ▪ Sort objects according to one criteria to create two sets. ▪ Sort objects using different criteria for example by colour, size or shape. ▪ Sort objects using criteria of choice. ▪ Find the odd one out from a set. ▪ Find the rule of how objects have been sorted. ▪ Compare items in a set using the vocabulary of fewer/ fewest/ more/equal. ▪ Compare and order objects according to their size/mass. ▪ Use vocabulary such as tall/short/long/heavier/lighter/balance.



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Make simple patterns	▪ Copy, continue and make a repeating pattern including vertical and horizontal patterns. ▪ Explore AB patterns in a range of contexts including colour, size, actions and sounds.
<u>Wks 5 - 6</u> <u>Phase 2</u> <u>It's Me 1,2,3</u> Representing 1,2 and 3 Comparing 1,2,3 Compositions of 1,2 and 3	▪ Identify representations of 1, 2 and 3. ▪ Subitise or count to find how many in a set. ▪ Make their own collections of 1, 2 and 3. ▪ Match the number names we say to numerals and quantities. ▪ Count up to 3 objects in different arrangements by touching each object as they count. ▪ Recognise that the final number they say names the quantity of the set. ▪ Use their own mark making to represent 1, 2 and 3. ▪ Begin to understand that as we count, each number is one more than the number before and as we count



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Shape Spatial Awareness	back, each number is one less than the previous number. - Use the language of more/fewer/same amount when comparing sets. - Explore and notice the different compositions of 1, 2 and 3. - Know that circles have one curved side and triangles have 3 straight sides. - Recognise circles and shapes in the classroom and outside. - Recognise circles and triangles of different size and orientations. - Use positional language such as over, under, around and through to describe how items are positioned in relation to other items.
<u>Wks 7-9</u> <u>Phase 3</u> <u>Light and dark</u>	- Count on or back to 4. - Count and subitise sets of up to 4 objects to find out how many and make their own collection of objects. - Match the number names to numerals and quantities and are able to say which sets have more and which



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Four

have fewer items.

- Continue to learn that the final number they say names the quantity of the set.
- Use their own mark-making to represent numbers to 4.

Five

- Continue to subitise up to 5 items and to count forwards and backwards, accurately using the counting principles.
- Represent up to 5 objects on a five frame and understand that if the frame is full then there are five.

One more and one less.

- Use a five frame to represent numbers and predict how many there will be if they add one more or take one away.
- Explore the link between counting forwards and the one more pattern and counting back and the one less pattern.

Shapes with 4 sides.



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Night and Day

- Children learn that squares and rectangles have 4 straight sides and four corners.
- Recognise squares and rectangles on everyday items both inside and outside the classroom.
- Build their own squares and rectangles.
- Recognise squares and rectangles in a variety of different sizes and orientations.
- Talk about night and day and order key events in their daily routines.
- Use language to describe when events happen e.g. day, night, morning, afternoon, before, after, today, tomorrow.
- Begin to measure time in simple ways e.g. counting the number of sleeps to an important event or using timers to measure duration of events.

Wks 10-12 Phase 4 - Alive in 5 Introducing Zero

- Learn that the number name zero and the numeral 0 can be used to represent the idea of nothing.
- Continue to understand that when comparing numbers, one quantity can be more than, the same as or



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Comparing numbers to 5

Compositions of 4 and 5

Compare Mass

fewer than another quantity.

- Use a range of representations and objects to compare quantities.
- Make comparisons in different contexts as they play.
- Continue to develop the knowledge that all numbers are made up of smaller numbers.
- Explore and notice different compositions of four and five. For example 5 can be composed of 1 and 1 and 3 or 2 and 3 or 1 and 4.
- Subitise objects up to 5
- Notice that numbers can be composed of 2 parts or more than 2 parts.
- Make direct comparisons holding items to estimate which feels the heaviest and use balance scales to check.
- 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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Compare capacity

- Understand full, empty, half full, nearly full and nearly empty using different materials such as water, sand, rice and beads.
- Use the language of tall, thin, narrow, wide and shallow to describe containers.
- Make direct comparisons by pouring from one container into another.