



Maths Medium Term Overview – Spring Reception

Length and height Time	▪ Begin to combine 2 groups to find how many altogether. ▪ Begin to use language to describe length and height, e.g. the tree is tall, the pencil is short. ▪ Use the mathematical vocabulary of longer, shorter, taller, shorter, wider, narrower. ▪ Make indirect comparisons using objects such as blocks or cubes to measure items. ▪ 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.
<u>Wks 4-6</u> <u>Phase 6</u> <u>Building 9 and 10</u>	▪ Continue to apply the counting principles when counting to 9 and 10 (forwards and backwards). ▪ Represent 9 and 10 in different ways.



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9 and 10

Comparing numbers to 10

Bonds to 10

3-D shape

- Explore the composition of 9 and 10 (E.g. I know it is 9 because I see 3 and 3 and 3).
- Notice that a ten frame is full when there is 10.
- Use 10 frames, fingers and bead strings to subitise groups of 9 and 10.
- Make comparisons by lining items up with 1-1 correspondence to compare groups of objects.
- Understand that when making comparisons a set can have more items, fewer items or the same number of items as another set.
- Understand where each number sits in relation to other numbers.
- Compare 2 quantities and progress to ordering 3 or more quantities.
- Explore number bonds to ten using real objects in different contexts.
- Explore and manipulate 3-D shapes through block play and modelling.



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Pattern	- 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. - 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.
<u>Wks 7-9</u> <u>Phase 7</u> <u>To 20 and</u> <u>beyond</u> Building numbers beyond 10	- 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 (and beyond)



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Counting patterns beyond 10

- Count on or back from different starting points.
- Say what comes before or after a given number.
- Place a sequence of numbers in order.
- Begin to recognise numbers beyond 20.

Spatial reasoning

- Complete jigsaw and shape puzzles.
- Select and rotate shapes to fill a given space. Explain why they chose a particular shape and why a different shape wouldn't fit.
- Match arrangements of shapes prompting them to use positional language to describe where the shapes are in relation to one another.
- Select shapes to complete picture boards or tangram outlines.

Wks 10-12

Phase 8

First, then, now

- 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.



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Adding more

Taking Away

Spatial reasoning

- Represent number stories using 10 frames, number tracks and their fingers.
- Use real objects to see that the quantity of a group can be changed by taking items away.
- Complete and make up mathematical stories using the first, then, now structure.
- Represent number stories using 10 frames, number tracks and their fingers.
- Understand that shapes can be combined and separated to make new shapes.
- Investigate how many different ways a shape can be built using smaller shapes.