

## Reception Medium Term Plan - Autumn

Week	Topic	Objectives	EYFS Development Matters
1	Counting Starters - count to 20, later in week from 10 to 0	Recite numbers to 10, then 20. Say and use number in songs, rhymes and stories. Count up to objects to 10 in a line, or by moving them. Count out up to 10 objects from a larger set (know when to stop!).	<b>Numbers</b> Counts up to three or four objects by saying one number name for each item. Counts actions or objects that cannot be moved. Counts objects to 10, and beginning to count beyond 10. Counts out up to six objects from a larger group. Counts an irregular arrangement of up to ten objects. Estimates how many objects they can see and checks by counting them. Uses the language of 'more' and 'fewer' to compare two sets of objects. Counts reliably with numbers from 1 to 20, places them in order and say which number is one more less than a given number.
2	Counting Starters - count to 30, also count back from 10 to 0	Begin to match numerals to the number in a set. Order numerals to 10.	<b>Numbers</b> Recognises some numerals of personal significance. Recognises numerals 1 to 5. Counts up to three or four objects by saying one number name for each item. Counts actions or objects which cannot be moved. Counts objects to 10, and beginning to count beyond 10. Counts out up to six objects from a larger group. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Counts an irregular arrangement of up to ten objects. Estimates how many objects they can see and checks by counting them. Says the number that is one more than a given number. Counts reliably with numbers from 1 to 20, places them in order and say which number is one more less than a given number.
3	Shape and space Starters - count to 50, also count back from 10 to 0	Describe the shape and size of shapes. Name circles, squares and triangles. Describe position.	<b>Numbers</b> Recognises numerals 1 to 5. Counts actions or objects which cannot be moved. Counts objects to 10, and begins to count beyond 10. Counts reliably with numbers from 1 to 20, places them in order and say which number is one more less than a given number. <b>Shape, Space and Measure</b> Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape. Can describe their relative position such as 'behind' or 'next to'. Uses everyday language to talk about size, weight, capacity, position, distance, time and money to solve problems. Explores characteristics of everyday objects and shapes and uses mathematical language to describe them.

Week	Topic	Objectives	EYFS Development Matters
4	Pattern Starters - count to 100, also back	Continue a repeating pattern with two colours/shapes/objects. Rehearse counting to 20 as you do patterns.	<p><b>Numbers</b> Recognises numerals 1 to 5. Counts actions or objects which cannot be moved. Counts objects to 10, and begins to count beyond 10. Counts reliably with numbers from 1 to 20, places them in order and say which number is one more less than a given number.</p> <p><b>Shape, Space and Measure</b> Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape. Uses familiar objects and common shapes to create and recreate patterns and build models. Recognises, creates and describes patterns. Explores characteristics of everyday objects and shapes and uses mathematical language to describe them.</p>
5	Counting Adding (one more) Starters - keep rehearsing counting to 100/counting back	Count on from any number to 10. Say the next number (i.e. say the number after a given number up to 10 without counting from 1). Read the corresponding addition.	<p><b>Numbers</b> Recognises numerals 1 to 5. Counts up to three or four objects by saying one number name for each item. Counts actions or objects which cannot be moved. Counts objects to 10, and beginning to count beyond 10. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects, then ten objects. In practical activities and discussion, is beginning to use the vocabulary involved in adding and subtracting. Counts reliably with numbers from one to 20, places them in order and says which number is one more or one less than a given number. Uses quantities and objects to add and subtract two single-digit numbers, and counts on or back to find the answer.</p>
6	Addition (story of five) Starters - keep rehearsing counting to 100/counting back	Find different ways to partition sets of five objects. Read the corresponding addition. Early subtraction - Guess how many are hiding.	<p><b>Numbers</b> Recognises numerals 1 to 5. Counts up to three or four objects by saying one number name for each item. Counts objects to 10, and beginning to count beyond 10. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Finds the total number of items in two groups by counting all of them. Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects, then ten objects. In practical activities and discussion, is beginning to use the vocabulary involved in adding and subtracting. Records, using marks that they can interpret and explain. Counts reliably with numbers from one to 20, places them in order and says which number is one more or one less than a given number. Uses quantities &amp; objects to add &amp; subtract two single-digit numbers, &amp; counts on or back to find answer. Solve problems, including doubling, halving and sharing.</p>

Week	Topic	Objectives	EYFS Development Matters
7	Counting Starters - keep rehearsing counting to 100/counting back	Count up to 10 objects which can't be moved. Match numerals to the number in a set. Understand zero to describe an empty set. Rehearse counting back from 10 to 0, including in songs, stories and rhymes. Count actions.	<p><b>Numbers</b></p> <p>Recognises numerals 1 to 5. Counts up to three or four objects by saying one number name for each item. Counts actions or objects which cannot be moved. Counts objects to 10, and beginning to count beyond 10. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Counts an irregular arrangement of up to ten objects. Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects, then ten objects. In practical activities and discussion, begins to use the vocabulary involved in adding and subtracting. Counts reliably with numbers from one to 20, places them in order and says which number is one more or one less than a given number.</p>
8	Measures (length)	Compare two lengths using direct comparison; use language of longer and shorter. Use uniform non-standard units to measure items up to 10 units long. Put three lengths in order.	<p><b>Numbers</b></p> <p>Recognises numerals 1 to 5. Counts up to three or four objects by saying one number name for each item. Counts objects to 10, and beginning to count beyond 10. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects, then ten objects. Counts reliably with numbers from one to 20, places them in order and says which number is one more or one less than a given number.</p> <p><b>Shape, Space and Measure</b></p> <p>Orders two or three items by length or height. Uses everyday language to talk about size, weight, capacity, position, distance, time and money to solve problems. Explores characteristics of everyday objects and shapes and uses mathematical language to describe them.</p>
9	Measures (height)  Counting and comparing numbers	Compare two heights using direct comparison; use language of taller and shorter. Use uniform non-standard units to measure items up to 10 units high. Put three heights in order. Compare two numbers/quantities, use the language of 'more' and 'less'.	<p><b>Numbers</b></p> <p>Recognises numerals 1 to 5. Counts objects to 10, and beginning to count beyond 10. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Counts an irregular arrangement of up to ten objects/symbols Uses the language of 'more' and 'fewer' to compare two sets of objects. Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects, then ten objects. In practical activities and discussion, is beginning to use the vocabulary involved in adding and subtracting. Counts reliably with numbers from one to 20, places them in order and says which number is one more or one less than a given number. Solves problems, including doubling, halving and sharing.</p> <p><b>Shape, Space and Measures</b></p> <p>Orders two or three items by length or height. Uses everyday language to talk about size, weight, capacity, position, distance, time and money to solve problems. Explores characteristics of everyday objects and shapes and uses mathematical language to describe them.</p>

Week	Topic	Objectives	EYFS Development Matters
10	Shape	<p>Begin to describe 3D shapes.</p> <p>Use 3D shapes to print and make models.</p>	<p><b>Numbers</b></p> <p>Counts objects to 10, and beginning to count beyond 10.</p> <p>Says the number that is one more than a given number.</p> <p>Counts reliably with numbers from one to 20, places them in order and says which number is one more or one less than a given number.</p> <p><b>Shape, Space and Measures</b></p> <p>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</p> <p>Selects a particular named shape.</p> <p>Uses familiar objects and common shapes to create and recreate patterns and build models.</p> <p>Explores characteristics of everyday objects and shapes and uses mathematical language to describe them.</p>
11	<p>Money</p> <p>'Real life' problems</p>	<p>Recognise £1 and £2 coins.</p> <p>Compare prices in pounds up to £10 (by making lines of pound coins).</p> <p>Use money in role play (e.g. pound shop).</p> <p>Solve practical problems involving counting or role play.</p>	<p><b>Numbers</b></p> <p>Counts objects to 10, and is beginning to count beyond 10.</p> <p>Uses the language of 'more' and 'fewer' to compare two sets of objects.</p> <p>Says the number that is one more than a given number.</p> <p>Counts reliably with numbers from one to 20, places them in order and says which number is one more or one less than a given number.</p> <p><b>Shape, Space and Measures</b></p> <p>Beginning to use everyday language related to money.</p> <p>Uses everyday language to talk about size, weight, capacity, position, distance, time and money to solve problems.</p>
12	Time	<p>Use days of the week in context, e.g. story.</p> <p>Recognise a minute as unit of time.</p> <p>Count actions carried out in a minute (less than 20).</p>	<p><b>Numbers</b></p> <p>Counts objects to 10, and is beginning to count beyond 10.</p> <p>Says the number that is one more than a given number.</p> <p>Counts reliably with numbers from one to 20, places them in order and says which number is one more or one less than a given number.</p> <p><b>Shape, Space and Measures</b></p> <p>Uses everyday language related to time.</p> <p>Orders and sequences familiar events.</p> <p>Measures short periods of time in simple ways.</p> <p>Uses everyday language to talk about size, weight, capacity, position, distance, time and money to solve problems.</p>

**Key**

Black = Early Learning Goal

Blue = Steps leading to the ELG