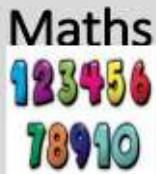




# RECEPTION LONG TERM PLAN 21-22

## EYFS Programme of Study HHPS

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	OURSELVES!	CELEBRATIONS!	PEOPLE WHO HELP US!	ANIMAL MAGIC!	PIRATES/ATW!	GROWING!
Maths	<p>Developing a <b>strong grounding in number</b> is essential so that all children develop the necessary <b>building blocks</b> to excel mathematically. Children should be able to <b>count confidently</b>, develop a deep understanding of the <b>numbers to 10</b>, the <b>relationships between</b> them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using <b>manipulatives</b>, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which <b>mastery of mathematics</b> is built. In addition, it is important that the curriculum includes <b>rich opportunities for children to develop their spatial reasoning</b> skills across all areas of mathematics including shape, space and measures. It is important that children <b>develop positive attitudes and interests in mathematics</b>, look for <b>patterns and relationships</b>, spot <b>connections</b>, <b>'have a go'</b>, <b>talk to adults</b> and peers about what they notice and not be afraid to make mistakes.</p>					
	<p>First two weeks: baseline/getting to know you</p> <p>Number recognition, counting, composition of numbers, subitising, more and less, size ordering, positional language, one more and one less.</p>	<p>Numbers 11-20, composition of numbers; part-part-whole method, 5 frames, subitising, number bonds to 5, 2D shape, Christmas word problems; weighing and sharing.</p>	<p>Addition, subtraction, number bonds to 10, subitising, one more one less, counting in 10s, composition of teen numbers, odd and even.</p>	<p>Money, counting in 2s, 5s and 10s, measuring and weighing, number bonds to 5 and 10; part-part-whole method, addition, doubles to 5, recap properties of 2D shapes, 3D shape, comparing quantities; more, less, equal to, capacity, subtraction, halving, ordering larger numbers.</p>	<p>Number bonds to 5 and 10, addition and subtraction; practically and on number line, counting in 10s, doubling, halving, capacity, length, 2D shapes, patterns, more than, less than, odd and even.</p>	<p>Composing and decomposing shapes, addition and subtraction. Number line work, adding by counting on, number bonds to 10, one more- one less, doubling, money, 3D shape, time; o'clock.</p>
Maths	<p><b>Our Curriculum Goals</b></p> <p>Count, order and recognise numbers to 20</p> <p>Know what is one more/one less to 10</p> <p>Add and subtract using cubes</p> <p>Have an understanding of the number bonds to 10</p>					



Development Matters

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1007446/6.7534\\_DfE\\_Development\\_Matters\\_Report\\_and\\_illustrations\\_web\\_2\\_.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web_2_.pdf)

Birth to 5 Matters - <https://birthto5matters.org.uk/>



Autumn	Composition of numbers, Subitizing, More and Less, Numbers 11-20, Part whole relationship, 5 frames, Number bonds to 5	
	Number recognition Counting Size ordering Positional language	2D shape Word problems Weighing Sharing
Spring	Number bonds to 10, Subitizing, More and Less, Counting in 2s 5s and 10s, Composition of teen numbers, Odd and even, Part whole relationship, Doubles to 5, Properties of 2D and 3D shapes, Comparing quantities, Capacity, Halving, Ordering numbers	
	Addition Subtraction Sharing Estimating	Money 3D shapes Measuring and weighing
Summer	Number bonds to 5 and 10, Addition and subtraction, Counting in 2s 5s and 10s, More and less, Odd and even, Using number lines, Doubling, Money	
	Doubling and halving Word problems Capacity Length 2D shapes Patterns	Composing and decomposing shapes Addition and subtraction 3D shapes Time o'clock