

Maths Medium Term Planning – Year R – Summer term

Year R Summer term			
Summer	Number and Place Value		
	Learning Intention	Implementation	Impact
	To count to 100, forwards and backwards to 100 in ones. Mastering number – count things that can't be seen by listening.	During mental maths sessions the children will continue to extend their counting skills – counting in 1s forwards and backwards (starting from different points. They will use the abacus and counting around the class including counting sounds) Emphasising crossing over multiples of ten. Emerging – to at least 30. Expected – to at least 50. Exceeding – to at least 100.	All children will be able to count forwards to at least 30 and backwards from 20 by the end of the Summer term.
	To be able to order numbers to 20 consecutively. Mastering number – Order number blocks to 8	The children will order number cards on the playground from 0 to 20. Children will order number block cards to 8.	All children will be able to order numbers to 15. Some children will be able to order numbers to 20 by the end of the Summer term.
	To be able to recognise numbers up to 20.	During mental maths sessions the children will look at number flash cards and see if they can recognise the numbers. Touch count to 10.	All children will be able to recognise numbers up to 15 by the end of the Summer term. Some children will be able to recognise numbers up to 20.
	To be able to recognise odd and even numbers. To be able to halve and double numbers/objects to 10. Mastering number - use positional language to describe spatial arrangements of objects. Visualise doubles patterns to 5 and 5. make doubles patterns using their fingers	The children will continue to practice sharing out objects between two hoops. They will understand that if the objects share equally they are even numbers and if they do not share evenly they are odd numbers. They relate sharing into 2s/even numbers to halving a set of objects. They will use unifix/objects/ number blocks/fingers to	All children will understand the difference between odd and even numbers. They will understand that when we share a set of objects into two equally (even numbers) we are halving a number. Most children will be able to double numbers up to 10 using objects and some will be able to double numbers up to 20. They will know how to double a set of objects/number to 10.

	use objects to make doubles patterns and describe where they can see the pattern of doubles. To be able to write numbers in numerals to 10. To be able to estimate how many objects are in a set. To learn to count forwards in steps of 2. To learn to count forwards in steps of 10. To learn to count forwards in steps of 5. Mastering number - To understand the terms more than, less than, bigger, smaller and order numbers from smallest to biggest.	double and they will understand that doubling a number is adding the same amount again. The children will practise writing numerals from 1 to 10 using chalk. The children will be given a set of objects and they will continue to estimate how many there are. The children will learn to count in steps of 2 to 20 using the abacus and relating this to even numbers and using the 100 square to recognise the counting pattern 0, 2, 4, 6, 8. The children will learn to count in steps of 10 to 100 using the abacus and the 100 square to recognise the counting pattern e.g. multiples of ten end in 0 and the tens increase by one each time. Cover up some number on the 100 square – can they tell you the number? The children exceeding in Maths will learn to count in steps of 5 to 100 using the abacus and the 100 square to recognise the counting pattern 0, 5, 0, 5. They will understand the terms more than, less than, bigger, smaller and use sets of objects/themselves to compare these. The expected and exceeding children will use these in problem solving.	All children will know how to write numbers correctly in numerals to at least 10. All children will be able to estimate how many objects are in a set. Most children will be able to count in steps of 2 to at least 10 by the end of the Spring term. Some will be able to count to 20. Most children will be able to count in steps of 10 to at least 50 by the end of the Spring term. Some will be able to count to 100. Most children exceeding in Maths will be able to count in steps of 5 to at least 50 by the end of the Spring term. All children will understand what the vocabulary less, than, bigger and smaller than means.
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	Mastering number – Subitising number to 6 To understand and use the number block terms ‘odd blocks’ and ‘even tops’ to describe odd and even numbers.	Children will use number blocks and fingers to subitise numbers to 6. Children will explore number blocks, noticing the things that are the same and things that are different. Children will notice when a number block has a un even or flat top.	All children will be able to subitise to 6. All children will understand that flat tops are even numbers and un even tops are odd.
	Addition & Subtraction		
	Learning intention	Implementation	Impact
	To be able to add and subtract one digit numbers. To be able to add and subtract one digit numbers using a number line. Mastering number - To be able to recite number bonds to 10	The children will add and subtract one digit numbers where the answer is within 10 using cups. They will move from using practical cups, to recording the maths story on a whiteboard and then moving to recording in Maths books. The children will add and subtract one digit numbers where the answer is within 10 using a number line. They will record their answers in their maths books. Children will use number blocks to understand for example 5 and 3 makes 8.	All children can add and subtract one digit numbers using cups independently by the end of the Summer term. Most children can add and subtract one digit numbers using a number line independently by the end of the Summer term. All children will be able to recite number bonds to 5 and some children will be able to recite number bonds to 10.
	Shape, space and measure		
	Learning Intention	Implementation	Impact

	To be able to tell the time to o'clock and half past. To recognise and know the value of 1p, 2p, 5p and 10p coins. To recognise and use language relating to dates, including days of the week and months of the year. To recognise, name and talk about the properties of common 2D shapes (rectangles, squares, circles, triangles, hexagons and pentagons) and 3D shapes (cuboids, cubes, pyramids, spheres and cones). To use a ruler and become familiar with centimetres. To measure items and order them by length. To use scales to compare two amounts and order them from lightest to heaviest.	The children will move from using the big teaching clock used by the teacher to setting o'clock and half past times on their own clocks. Some children will learn to read quarter past and quarter to times on a clock face. The children will recognise different coins and use them to make different amounts of money. Emerging – use 1p coins to make amounts up to 10p. Expected – Use 1p and 2p coins to make amounts up to 20p. Exceeding - Use 1p, 2p and 5p coins to make amounts. The children will also use top marks maths game on the computer and role play shops. During mental maths session the children recite days of the week and months of the year. During mental maths sessions children work in talk partners and name shapes and describe properties to each other. They will also make 2D shapes in the outdoor environment using sticks and leaves. Children have access to rulers. Lots of practical work measuring different objects around the classroom and outdoors.	All children can tell the time to o'clock. Some children will be able to tell the time to half past, quarter past and quarter to. All children can identify 1p coins and make money amounts to 10p. Some children can identify 2p and 5p coins and make money amounts to 20p. Most children will be able to recognise the days of the week and the months of the year. The children will be able to name all 2D and some 3D shapes and their properties by the end of the Spring term. The children will know how to measure objects in centimetres using a ruler. Children will be able to say which is the longest and which is the shortest. The children will know how to weigh objects using their hands and scales.
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	Independence Resilience Respect Team-work Creativity Aspirational.		