Maths Medium Term Planning – Year R – Spring term

	Year R Spring term		
Spring	**Number and Place Value**		
	Learning Intention	**Implementation**	**Impact**
	To count to 100, forwards and backwards to 100 in ones.	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. 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 Spring term.
	To be able to order numbers to 20 consecutively.	The children will order number cards on the playground from 0 to 20.	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 Spring 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 Spring term. Some children will be able to recognise numbers up to 20.
	Mastering number To recognise numbers 0-5	Children will use dot cards to create different arrangements of dots up to 5. Children will use their fingers to show arrangements of numbers to 5.	All children will recognise numbers to 5. All children will recognise number patterns / arrangements to 5.
	To be able to recognise odd and even numbers. To be able to halve and double numbers/objects to 10.	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.	All children will understand the difference between odd and even numbers. They will understand that when we share a set of objects

		They relate sharing into 2s/even numbers to halving a set of objects. They will use unifix/objects to double numbers and they will understand that doubling a number is adding the same amount again.	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.
	To be able to write numbers in numerals to 10.	The children will practise writing numerals from 1 to 10 using chalk.	All children will know how to write numbers correctly in numerals to at least 10.
	To be able to estimate how many objects are in a set.	The children will be given a set of objects and they will continue to estimate how many there are.	All children will be able to estimate how many objects are in a set.
	To learn to count forwards in steps of 2.	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.	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.
	To learn to count forwards in steps of 10.	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?	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.
	To learn to count forwards in steps of 5.	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.	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.
	To understand the terms more than, less than, bigger, smaller and order numbers from smallest to biggest.	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 understand what the vocabulary less, than, bigger and smaller than means.
	Mastering number – Ordering numbers 0-5 To use 'more than' and 'fewer than' to describe quantities To say when they can see that someone has more or fewer of the same kind of object To know that it is quantity – not colour, size or type of object Mastering number – To identify whole and parts of objects and to hear the language of whole and parts To subitise linear and paired arrangements of 2, 3 and 4 dots To visualise and recreate arrangements of 3, 4 and 5 dots To match arrangements of 3, 4 and 5 dots to the correct numerals. To recognise die patterns to 6. To identify all the ways to make 7 including 6+1 and 7+2	Children will look at a number of objects and say what they can see, they will compare the number of objects and explain what they can see. The children will use toys that come apart to explore the language of whole and parts. Using dot cards and dice children will take a picture with their eyes and make arrangements of dots in patterns of 3, 4 and 5. Children will use track games to recognise die patterns to 6. Children will use number blocks, fingers and dice to explore all the number bonds to 7.	All children will be able to compare two sets of objects. All children will be able to say whether a set of objects is more or fewer than another se Most children will be able to identify a whole objects and parts of an object. All children will be able to create patterns for numbers 3, 4 and 5 including arrangements on a die. Most children will recognise die patterns to 6. Most children will recognise all the ways to make 6. Most children will recognise all the ways to make 7.

	Addition & Subtraction		
	Learning intention	**Implementation**	**Impact**
	To be able to add and subtract one digit numbers.	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.	Most children can add and subtract one digit numbers using cups independently by the end of the Spring term.
	Mastering number – To investigate ways to compose and de-compose sets of 2 and 3 and know that 1 and 2 are parts of 3.	Using number blocks the children will and their knowledge of whole and parts to build the number 3 using 1 and 2 parts.	Most children will be able to say all the ways to make 3 and know that 1 and 2 are part of 3.
	To investigate ways to compose and de-compose 4.	Using number blocks the children will and their knowledge of whole and parts to build the number 4.	Most children will be able to say all the ways to make the number 4.
	To investigate ways to compose and de-compose 5.	Using number blocks the children will and their knowledge of whole and parts to build the number 5.	Most children will be able to say all the ways to make the number 5.

	Shape, space and measure		
	Learning Intention	**Implementation**	**Impact**
	To be able to tell the time to o'clock and half past.	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.	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.
	To recognise and know the value of 1p, 2p and 5p coins.	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.	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.
	To recognise and use language relating to dates, including days of the week and months of the year.	During mental maths session the children recite days of the week and months of the year.	Most children will be able to recognise the days of the week and the 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).	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.	The children will be able to name all 2D and some 3D shapes and their properties by the end of the Spring term.

	Mastering number – Use spatial language to describe shapes. **To begin to use a ruler and become familiar with centimetres.**	Children will use their knowledge of squares to describe Stampoline patterns. Introduce the children to rulers. Lots of practical work measuring different objects around the classroom and outdoors.	All children will understand that there are 4 sides in a square and will be able to use this language to describe Stampoline patterns. The children will know how to measure objects in centimetres using a ruler.
Independence Resilience Respect Team-work Creativity Aspirational			