



Grindon Infant School Reception Mathematics Medium Term Planning 2025-2026 – AUTUMN 2



Pupils will be able to:

- Focus on counting skills.
- Focus on the 'five-ness of 5' using one hand and the die pattern for 5
- Practise object counting skills.
- Match numerals to quantities within 10.
- Verbal counting beyond 20.
- Comparison of sets - by matching
- Use the language of comparison: more than, fewer than, an equal number.
- Explore the concept of 'whole' and 'part'.
- Focus on the composition of 3, 4 and 5.
- Children can identify a circle and triangle identifying some of their properties.
- Children will be able to identify and name four sided shapes e.g. square and rectangle, identifying some of their properties.
- Children will increasingly be able to order and sequence events using everyday language related to time.

(Strands of Mastering Number - **Subitising**, **Counting**, **Ordinality and Cardinality**, **Composition** and **Comparison**.)

| | Week 1 03.11.25 | Week 2 10.11.25 | Week 3 17.11.25 | Week 4 24.11.25 | Week 5 01.12.25 | Week 6 08.12.25 | Week 7 15.12.25 |
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| Mastering Number Focus Mon-Thurs | <p>Week 6</p> <p>Practise counting each object, action or sound once.</p> <p>Hear and join in with the counting sequence to 5.</p> <p>Tag each object with 1 number word (1:1 correspondence)</p> <p>See that they have 5 fingers on one hand.</p> <p>Say and make numbers to 5 on their fingers.</p> <p>Make collections of 5 in different ways.</p> | <p>Week 7</p> <p>Practise subitising amounts to 4.</p> <p>Revisit 'more than' or 'fewer than' by looking.</p> <p>Compare groups of up to 3 objects by matching them 1:1</p> <p>Say when they have an equal number.</p> <p>Compare groups of up to 3 objects by matching them 1:1.</p> <p>Say when there is an equal number, too many or not enough.</p> | <p>Week 8</p> <p>Identify the 'whole' when shown 1 part of a familiar object.</p> <p>Identify that the parts are still visible when they are assembled to make the whole.</p> <p>Hear the language of 'whole' and 'parts'.</p> <p>Identify parts of their own body.</p> <p>Recognise that some whole objects have parts that cannot be removed.</p> | <p>Week 9</p> <p>Investigate ways to compose and de-compose sets of 3.</p> <p>Explore how 1 and 2 are parts of 3.</p> <p>Investigate ways to compose and de-compose 4.</p> <p>Use spatial language to describe the shapes.</p> <p>Explain that different parts can make the same whole.</p> <p>Investigate ways to compose and de-compose 5.</p> | <p>Week 10</p> <p>Hear and join in with the counting sequence to 10, including using songs and rhymes.</p> <p>Use their fingers to represent quantities to 5 and to begin to represent quantities to 10.</p> <p>Match different representations of quantities to 5 with amounts shown on their fingers.</p> <p>Remember that the 'stopping number' tells us how many we need altogether.</p> | <p>Recap weeks 6-10</p> <p>Subitising using fingers to 5.</p> <p>Investigate ways to compose numbers 2-5.</p> <p>Begin to represent quantities beyond 5.</p> <p>Identify parts and wholes.</p> | <p>N/A</p> <p>Christmas Mathematics</p> |

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| | <p>Use counters to represent 5 objects.</p> <p>Use a die frame to represent 5.</p> <p>Count each object, action or sound once.</p> <p>Count 5 and 5 to make 10 altogether.</p> | <p>Build towers with an equal number of squares.</p> <p>Match the squares in the towers 1:1.</p> | <p>Identify parts of some animals' bodies.</p> <p>Investigate ways to compose and decompose sets of 2 and 3.</p> <p>Know that 1 and 2 are parts of 3.</p> | | <p>Begin to recognise numerals to 5.</p> <p>Develop their understanding of equal amounts. Represent quantities in more abstract ways, such as by clapping or jumping.</p> <p>Begin to understand that when a set of objects is rearranged, its quantity remains the same.</p> | | |
| Weekly White Rose Maths Focus Fri | <p>Autumn Block 3</p> <p>Children to identify a circle and identify some of its properties.</p> | <p>Autumn Block 3</p> <p>Children to identify a triangle and identify some of its properties.</p> | <p>Autumn Block 4</p> <p>Children to identify a square and identify some of its properties.</p> | <p>Autumn Block 4</p> <p>Children to identify a rectangle and identify some of its properties.</p> | <p>Autumn Block 6</p> <p>Children to increasingly be able to order and sequence events using everyday language related to time.</p> | <p>Autumn Block 6</p> <p>Children to increasingly be able to order and sequence events using everyday language related to time.</p> | N/A |
| Adult Led Task | <p>Number formation to 5 – tracing and copying.</p> | <p>Children to explore putting the double sided counters on a die frame to explore making 5 in different ways. What do you notice? How many counters are there? How many red counters are there? How many blue counters are there?</p> | <p>Pizza toppings – children to make a pizza in the Playdough area. Have a range of toppings, how many of each topping?</p> | <p>Maths Adult Led Task – Parts and Whole – Twinkl Minibeast jigsaw</p> | <p>Children to create their own stampolines of the Numberblocks 1-5 in a staircase pattern.</p> | <p>Christmas shape sorting cut and stick</p> | <p>Assessment Week/Maths Christmas fun</p> <p>Elf Olympics</p> |

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| Suggested Continuous Provision | Bonfire Night Maths activities | Die frame and counters | Number formation Twinkl road and cars. | Children to explore jigsaws/ simple track games | Christmas sorting 4/5 subitising. | Outdoor Christmas shape hunt. | Children to explore making Santa's sleigh, Christmas tree, stocking etc using Numicon. |
| Discrete Problem-Solving Focus | Hidden Jewels - https://nrich.maths.org/14002 Link to "Whatever Next" – space theme. | | | | | | |
| Rhyme of the Month | November- 'I'm a Dingle Dangle Scarecrow' | | | | December – '10 Little Snowmen' | | |
| <p style="text-align: center;"><u>Early Learning Goals</u></p> <p>Number- Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) upto 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Numerical Patterns – Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> | | | | | | | |