Grindon Infant School Reception Mathematics Medium Term Planning 2025-2026 – SPRING 1

Pupils will be able to:

- Focus on the 'staircase' pattern and ordering numbers.
- Focus on ordering of numbers to 8.

- Use language of less than.
- Focus on 7.
- Doubles – explore how some numbers can be made with 2 equal parts.
- Sorting numbers according to attributes - odd and even numbers.
- Children will respond to both informal language and common shape names.
- Children enjoy partitioning and combining shapes to make new shapes with 2D and 3D shapes.

- Children will continue, copy and create repeating patterns.

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

	Week 1 05.01.26	**Week 2 12.01.26**	**Week 3 19.01.26**	**Week 4 26.01.26**	**Week 5 02.02.26**	**Week 6 09.02.26**	**Week 7 16.02.26**
Mastering Number Focus **Mon-Thurs**	Week 11 Use their fingers to quickly show quantities on 1 hand. Recognise the numerals 1–5. Begin to develop their conceptual subitising skills with linear and paired arrangements of up to 5 dots. Subitise linear and paired arrangements of 2, 3 and 4 dots. Visualise and recreate arrangements of 3, 4 and 5 dots. Match arrangements of 3, 4 and 5 dots to the correct numerals.	Week 12 Recognise numerals 1–5. Order numbers from 1–5. Match numerals to quantities in order. Help to build towers in order from 1–5 squares. See the staircase pattern and recognise that each number is 1 more. Order towers of 1–5 interlocking cubes Notice when we have '1 more' and when we do NOT have '1 more'.	Week 13 Show numbers to 5 using their fingers. See that 5 can be partitioned into 4 and 1. See that 5 can be partitioned into 3 and 2. Find ways to partition a set of 5. Understand that 5 can be partitioned (split) into different parts. Be able to explain what the parts are.	Week 14 See that there are 5 dots on a die pattern. Represent 4 in different ways on a die frame. Use their fingers to represent 6 as '5 and a bit'. Use double dice frames to represent 6 as 5 and 1 more. Match die representations of numbers 1–6 to representations on their fingers. See that 5 and '2 more' make 7. Count out 6 blocks from a collection.	Week 15 Use 'more than' and 'fewer than' to describe quantities. Say when they can see that someone has more or fewer of the same kind of object. Know that it is quantity – not colour – that determines if 1 set has more or fewer of the same type of object than another. Use the words 'an equal	Recap weeks 11-15 Revisit recognizing and ordering numerals and representations to 5. Understand 1 more. Revisit composition of 5,6, and 7. Understanding what 'equal' means.	Week 16 Practise counting aloud. Revisit the principles of counting. use generalised statements to describe the '5 and a bit' composition of the numbers 6–8. Investigate the '1 more/1 less' pattern of the base-10 counting system. Begin to order numbers between 1 and 10, noticing the '5 and a bit' structure. Describe the '1 more/1 less'

	Match numerals to quantities for 1–5. Recognise die arrangements. Visualise and describe arrangements of dots on a die. Use dice to link subitised amounts with 1-to-1 counting actions. Recognise die patterns to 6. Link die patterns to numbers shown on their fingers. Use die patterns to play track games.	Match numerals to representations. Represent staircase patterns in different ways, knowing that each new 'step' is 1 more than the last.	Use what they know about 5 to work out a hidden number.	Replace 1 block and know that there are still 6. Add another block to make 7.	number' to say when there is the same number of items in 2 sets. Say when they can see an equal number.		relationship of numbers to 10. Work together to order numbers between 1 and 10, noticing the '5 and a bit' structure.
Weekly White Rose Maths Focus **Fri**	Children will explore contexts, find the more/less full of two items.	Children will explore contexts, find the heavier, or lighter of two items.	Children will explore contexts, find the heavier, or lighter of two items.	Children will explore contexts, find the longer or shorter of two items.	Children will explore contexts, find the longer or shorter of two items.	Children will increasingly be able to order and sequence events using everyday language related to time.	Children will respond to both informal language and common shape names.
Adult Led Task	Use towers of interlocking cubes to represent Numberblocks 1-5. Play which one is missing? How do you know?	Matching game – Die frame and other representations.	Make a class book about different representations of 1-5.	Use Numicon to build number bonds to 5.	Use the double dice frames and Numberblocks aliens to explore ways to make 5, 6 and 7	Pairs game 6,7,8. Using Twinkl finger representations and Numberblock character cards	**Assessment week**

Suggested Continuous Provision	Explore putting the correct amount of discs onto the numeral logs.	Build your own Numberblocks and put them in order. Children to use chalk to draw their own Numberblocks and write the numeral. Explore the balance scales in the sand and water area.	Go on a hunt outside, can you find something heavier than? Lighter than? Use multilink to weigh items. Use Numicon to make number bonds to 5.	Play a simple dice game using to die. Go on a stick hunt, what can you find that is longer/shorter than it? Explore making numbers 5,6,7.	Children to have a piece of string, can they find items longer/shorter than? Sort different representations of 5,6,7.	Valentines Maths activities.	Shape sorting activities.
Discrete Problem-Solving Focus	Incey Wincey - https://nrich.maths.org/8863 Link to 'The Gruffalo' – how many steps does the mouse take through the deep, dark wood?						
Rhyme of the Month	January - 1,2,3,4,5 Once I Caught a Fish Alive				February -10 Green Bottles		

Early Learning Goals

Number- Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting)upto5. 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.

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.