



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



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 02.03.26	Week 2 09.03.26	Week 3 16.03.26	Week 4 23.03.26	Week 5 30.03.26
Mastering Number Focus Mon-Thurs	<p>Week 16</p> <p>Practise counting aloud.</p> <p>Revisit the principles of counting.</p> <p>use generalised statements to describe the '5 and a bit' composition of the numbers 6–8.</p> <p>Investigate the '1 more/1 less' pattern of the base-10 counting system.</p> <p>Begin to order numbers between 1 and 10, noticing the '5 and a bit' structure.</p> <p>Describe the '1 more/1 less' relationship of numbers to 10.</p>	<p>Week 17</p> <p>Subitise arrangements of 6 and NOT 6.</p> <p>Order Numberblock images to 8.</p> <p>Represent 8 as '5 and 3 more'.</p> <p>Describe how to place the numbers 1 to 8 in order.</p> <p>Explain how to order quantities to 10.</p> <p>Reason about which numbers are 'more than' others.</p> <p>Consolidate their understanding of 8 as '5 and 3 more'.</p> <p>Notice when numbers are increased or decreased and explain their thinking.</p>	<p>Week 18</p> <p>Use skills of conceptual subitising to describe parts of a whole set.</p> <p>Visualise arrangements and use gestures to describe the numbers within a whole set.</p> <p>Investigate ways of making 7 with two parts.</p> <p>Use their fingers to make and describe 7 as '5 and 2 more'.</p> <p>Notice when towers are made of 7 or NOT 7 interlocking cubes.</p> <p>Work out the missing part of 7 using the '5 and a bit' structure.</p> <p>See that 7 can be composed in different ways.</p>	<p>Week 19</p> <p>Practise identifying when 2 sets are equal in number.</p> <p>Identify when a double is shown and explain why.</p> <p>Identify when a double is shown and explain why.</p> <p>Say what the whole is when there are 2 equal parts.</p> <p>Use objects to make doubles patterns and describe what they can see.</p> <p>Show doubles patterns on their fingers in response to being given the whole.</p> <p>Use positional language to describe spatial arrangements of objects.</p> <p>Visualise doubles patterns to 5 and 5.</p>	<p>Week 20</p> <p>Say what the whole is when there are 2 equal parts.</p> <p>Recognise and talk about ways in which objects are similar to or different from each other (colour, size, function, shape, etc.).</p> <p>Sort objects according to attributes described by an adult.</p> <p>Describe attributes that they notice for a group of objects.</p> <p>Sort and re-sort objects according to their own attributes.</p> <p>Sort the Numberblocks using the criteria 'odd blocks' or 'even tops'.</p> <p>Investigate patterns of doubles.</p>

	Work together to order numbers between 1 and 10, noticing the '5 and a bit' structure.		Explain their understanding of the composition of 7.		
Weekly White Rose Maths Focus Fri	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 enjoy partitioning and combining shapes to make new shapes with 2D and 3D shapes.	Children will continue, copy and create repeating patterns.	Children will continue, copy and create repeating patterns.
Adult Led Task	Busy Things – Islands – More or Fewer? Game.	Tens frame – five and a bit more to 8– Children to draw on them.	Stick in representations 1 to 8, children to write numerals underneath.	Part/whole to 7. Beanbags and hoops outside. How many are in the hoop, how many outside the hoop? Can we record this?	Doubling – ladybird spots. Assessment Week. Easter Egg hunt
Suggested Continuous Provision	Children to go on a shape hunt around outside area. Children to explore using tens frames to build numbers to 8. Children to play fishing game.	Play roll/doesn't roll with 3D shapes. Explore representations of 6. Children to sort 6 or not 6. Children to build own numberblocks to 8, can they match the Numicon?	Explore Numicon and Numicon pegs. Use hula hoops and bean bags outside to explore part/whole. Explore ways to make 7.	Use the peg boards to make repeating patterns. Play Pizza Toppings game – equal numbers, more/less.	Butterfly doubles Easter Egg Matching pairs Outdoor natural ABB, ABC patterns. Easter Maths activities. ABC patterns.
Discrete Problem-Solving Focus	Maths Story Time - https://nrich.maths.org/9718 Link to 'What the Ladybird Heard', use the animals from the story.				
Rhyme of the Month	March – 'I Can Sing a Rainbow'				

Early Learning Goals

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.

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.