Grindon Infant School Reception Mathematics Medium Term Planning 2023-2024 – Summer 1

Pupils will be able to:

- Counting – larger sets and things that cannot be seen.
- Subitising – to 6, including in structured arrangements.
- Composition – '5 and a bit'.
- Composition - of 10.
- Comparison – linked to ordinality.
- Play track games.
- Children will predict, move and rotate objects to fit the space or create the shape they would like.
- Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look.

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

	Week 1 **20.04.26**	**Week 2** **27.04.26**	**Week 3** **04.05.26**	**Week 4** **11.05.26**	**Week 5** **18.05.26**
Mastering Number Focus **Mon-Thurs**	Week 21 Count things that cannot be seen – sounds. Revisit rules for how to count. Discuss and practise strategies for counting larger sets. Count things that cannot be seen – periods of time. Discuss and practise strategies for counting larger sets by moving images. Make or represent their own collections of larger amounts. Practise counting on from a given number. Discuss and practise strategies for counting	Week 22 Visualise, make and describe spatial arrangements of 6. Practise subitising to 6. Make and describe arrangements of 6. Listen to rhythmic patterns of up to 5 sounds and determine the quantity. Recognise Numberblocks and related doubles patterns on their fingers without counting. Subitise doubles amounts shown on 10-frames.	Week 23 Recap that there are 5 fingers on 1 hand. Consolidate their use of finger patterns to represent the composition of 5. Use their fingers to represent the composition of 5. Identify a missing part of 5. Identify when a set of objects has 5/NOT 5. Identify that 6 can be composed of 5 and 1, and 7 can be composed of 5 and 2. Identify arrangements of 6 or 7 objects . Represent numbers 6 – 9 on their fingers as '5 and a bit'.	Week 24 Recap the numbers 6 to 9 in the '5 and a bit' structure. Recap that 10 can be composed of 5 and 5. Identify when 10 is shown using structured arrangements of objects. Match numerals to quantities shown as the 5 and a bit structure. Explore ways in which 10 can be composed of 2 parts. Represent the composition of 10 using dice frames and finger patterns. Use structured arrangements to find missing parts of 10. Solve problems involving the composition of 10. Identify pairs of numbers that make 10 in unstructured arrangements.	

	larger amounts that cannot be moved.			Identify a missing part of 10 in structured arrangements.	
Weekly White Rose Maths Focus **Fri**	Children will predict, move and rotate objects to fit the space or create the shape they would like.	Children will predict, move and rotate objects to fit the space or create the shape they would like.	Children will predict, move and rotate objects to fit the space or create the shape they would like.	No session due to Bank Holiday	
Adult Led Task	Provide baskets of mixed objects (up to 20 of each item) for the children to sort. *How many of each object have we got?*	Children to make doubles on 10s frames using counters.	Have a selection of toys up to 10. Hide some of the toys under a blanket as the children close their eyes. *Can you say how many toys are hiding? Who thinks that their toy is hiding?* To provide extra support, use 10s frames and double sided counters.	Cut and stick Numicon number bonds to 10	
Suggested Continuous Provision	Variety of track games inside and out. Have a range of dice for children to explore. Have large quantities of objects for children to sort into hoops. Explore jigsaws.	Variety of track games inside and out. Explore dice patterns. Children to sort different size balls into boxes. Explore jigsaws.	Variety of track games inside and out. Children to explore egg boxes and tweezers with objects. Children to make their own jigsaws.	Children to make their own track game. Use large numicon to make number bonds. Children to make their own jigsaws.	
Discrete Problem-Solving Focus	The Box Game - https://nrich.maths.org/12745 Link to Handa's Surprise, put fruit into the box instead.				
Rhyme of the Month	April- 'I Hear Thunder'		May – 'Down in the Jungle'		

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.