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

Pupils will be able to:

- Subitise to 5.
- Use the rekenrek.
- Automatic recall of bonds to 5.
- Composition of numbers to 10.
- Comparison of numbers to 10.
- Number patterns.
- Children will investigate turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look.
- Children will continue, copy and create repeating patterns.
- Children will use spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints.

	Week 1 01.06.26	**Week 2 08.06.26**	**Week 3 15.06.26**	**Week 4 22.06.26**	**Week 5 29.06.26**	**Week 6 06.07.26**	**Week 7 13.06.26**	**Week 8 20.06.26 (3 Days)**
Mastering Number Focus **Mon-Thurs**	Week 25 Join in with a backward count from 5 to 1. Order towers of cubes or number plates from 1–10 on a class number track. Use language to describe positions on a number track. Identify whether numbers are before or after 5 on the number track. Begin to understand the rules for simple linear track games.	Week 26 Subitise numbers up to 5 represented by finger patterns. Orientate a rekenrek correctly and push a number of beads with one finger. Subitise numbers up to 5 using linear dot patterns. Use 'one finger, one push' to move a number of beads on the top row ALL AT ONCE to the far left of the rekenrek.	Week 27 Subitise quantities to 5. Say which set of up to 10 objects contains more than the other. Use their fingers to show 'more than' numbers to 10. Use rekenreks to push amounts of beads that are equal to, more than and fewer than a given number. Subitise '1 more' amounts to 5. Order towers to 10 – recognising the '1 more'	Week 28 Subitise numbers to 5 and make equivalent amounts with their rekenreks. Count out 6 or 8 objects from a larger group and check by counting 1-to-1. Arrange 6 or 8 objects into groups that can be subitised. Join in with the counting sequence to 10. Recognise and show numbers from 5 to 10 in '5 and a bit' arrangements.	Week 29 Discuss their understanding of equivalence. Make and describe doubles arrangements on their fingers. Distribute collections of objects into equal and unequal groups. Sort numbers to 10 according to whether each number is a double / is not a double. Use their fingers to make matching doubles amounts. Make and describe doubles	Week 30 Find ways to partition (split) a set of 5. Understand that 5 can be partitioned in different ways. Understand that 5 can be partitioned (split) in different ways. Use what they know about 5 to work out a hidden number. Use their fingers to represent numbers within 5. Use dice frames as a different structure with which to represent the same numbers within 5.	Week 31 Use their fingers to make and describe doubles facts. Explore and represent the composition of 5 on die frames. Explore the commutativity of addition facts. Explore and represent the composition of 5 on rekenreks. Use fingers and dice frames to explore and represent '5 and a bit' numbers to 10. Use their fingers to represent '1 more than/1 less	

	Reason about the position of numbers on a number track. Describe and follow the rules for simple, linear track games.	Subitise numbers up to 5 using standard and non-standard dot patterns. Use 'one finger, one push' to subitise and explore '1 more' patterns of beads on the rekenrek. Subitise numbers up to 5 represented on dice frames. Use 'one finger, one push' to subitise and explore '1 fewer' patterns of beads on the rekenrek.	pattern of number. Use their fingers to show 'more than' numbers to 10. Explore the order and magnitude of numbers to 10.	Remember to stop when they count to the end of a set of up to 10 jumps/claps/hops. Count 20 objects. Practise saying the tricky 'teen' numbers. Practise counting to 100. Share strategies for counting larger amounts that can't be moved.	patterns on a rekenrek. Recognise an odd and an even number when arranged in a 'doubles' pattern. Sort models into those that contain odd and those that contain even numbers of interlocking cubes	Use spatial language to describe their arrangements. Use positional language to describe spatial arrangements of objects. Visualise and describe doubles patterns up to '5 and 5'.	than' a given number. Use 10-frames to explore '5 and a bit' numbers to 10. Use what they know about the number sequence to work out missing numbers to 10.	
Weekly White Rose Maths Focus **Fri**	Children will investigate turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look.	Children will investigate turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look.	Children will continue, copy and create repeating patterns.	Children will continue, copy and create repeating patterns.	Children will use spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints.	Children will use spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints.	Children will use spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints.	

Adult Led Task	Quickly reveal quantities of small objects (e.g. buttons, pom-poms, acorns, etc.) to 5 hidden under a series of pots. The children must 'splat' the matching numeral card, dot card or number plate with their hand or a fly swatter as fast as they can.	Use a large die to play a matching game. When the die is rolled, ask the children to say the number shown without counting. How do they know? Can they match the quantity	Provide number plates or flashcards to 10 and rekenreks in a play tray. Can the children use the rekenreks to push the amounts shown on the cards/number plates? *Do we need to count?*	Build the numberblocks – discuss doubles as they are made, can the children sort them into odd and even?	Use the top row of the rekenrek to investigate ways to make both 5 and 10. *How many beads have you pushed? How many are left?*	Play barrier games using up to 10 counters. *I've got (e.g.) 8 counters altogether. I'm going to hide some under this cloth. How many can you see? How many are hidden? How do you know? Can you show me on your fingers? Are there still 8 altogether?*	**Assessment Week.**	
Suggested Continuous Provision	Explore rekenreks in provision. Childrne to use ladybird cards to place one more/one less.	Create a large rekenrek outside. Explore creating dot patterns with chalk. Roll a dice and match the representation card.	Use the large outdoor rekenre – can yo find that number of items? Order Numberblocks to 10, which one is missing?	Children to create repeating patterns inside and outside. Children to explore teen number cards – can they use numicon to build teen numbers?	Throw bean bags into hoops, can you make a double? Who has more/fewer? Which numberblocks have a double?	Outdoor water fun - linked to capacity Explore 10s frames and die frames to create ways of making 10. Butterfly doubles.	Outdoor water fun - linked to capacity. Using large tens frame/tyres, how many ways can you make ten?	
Discrete Problem-Solving Focus	Pirate Poundland - https://nrich.maths.org/9721 Link to 'Shark in the Park'/Pirate topic – turn pirate ship into a shop.							
Rhyme of the Month	June – 'One, Two Buckle My Shoe'					July – '10 Fat Sausages'		
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.