



Grindon Infant School Reception Mathematics Medium Term Planning 2026-2027- AUTUMN 1



Pupils will be able to:

- In everyday situations, takes or gives two or three objects from a group.
- Beginning to count on their fingers.
- Begins to say numbers in order, some of which are in the right order (ordinality).
- May enjoy counting verbally as far as they can go. Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5. Uses some number names and number language within play.
- Beginning to notice numerals (number symbols).
- Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers. (number are made up of ones)
- Beginning to use understanding of numbers to solve practical problems in play and meaningful activities.
- Beginning to recognize that each counting number is one more than the one before.
- Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.
- Comparison of sets - just by looking'.
- Beginning to compare and recognise changes in numbers of things, using words like more, lots or same' more than and fewer than'.
- Explores contexts, finds the longer or shorter, heavier, or lighter and more/less full of two items.
- Creates their own spatial patterns showing some organisation or regularity.
- Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC).
- Joins in with simple patterns in sounds, objects, games and stories, dance and movement, predicting what comes next
- Responds to and uses language of position and direction.

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

	Week 1 07.09.26	Week 2 14.09.26	Week 3 21.09.26	Week 4 28.09.26	Week 5 05.10.26	Week 6 12.10.26	Week 7 19.10.26
Mastering Number Focus Mon-Thurs	N/A Counting songs Getting to know routines.	N/A Counting songs Getting to know routines.	Week 1 Subitise 1 and 2. Subitise within 3. Make and describe spatial patterns with 3 dots. Represent quantities on their fingers in different ways. Identify sub-groups of 1, 2 and 3 within larger arrangements.	Week 2 Hear and join in with the counting sequence to 5, including using songs and rhymes. See that counting is useful because it tells us 'how many'. See that the last number in the count tells us 'how many altogether' (cardinality).	Week 3 Know that 2 is made of 1 and 'another 1'. Make their own collections of 2 objects and identify the '1 and another 1' within them. Identify when a collection is composed of 3 objects	Week 4 Subitise arrangements of 2 and 3. Practise making 2s and 3s with their fingers Subitise auditory patterns up to 3. Identify when a small collection is rearranged or the quantity changed.	Week 5 Represent a given number on their fingers without looking. Compare 2 sets of objects and say which is 'more than'. represent a given number on their fingers without looking. Compare 2 sets of objects and say

				Practise counting each object, action or sound once and only once. Experience counting sounds. Record the results of their count.	Produce their own collection of 3. Identify when a collection is composed of 3 or NOT 3 See that 4 can be made with four 1s.	Show small quantities on their fingers. Use positional language to describe patterns of 4. Make patterns showing 4.	which is 'more than' or 'fewer than'.
Weekly White Rose Maths Focus Fri	Children will explore contexts, find the longer or shorter, heavier, or lighter and more/less full of two items.	Children will explore contexts, find the longer or shorter, heavier, or lighter and more/less full of two items.	Children will explore contexts, find the longer or shorter, heavier, or lighter and more/less full of two items.	Children will explore contexts, find the longer or shorter, heavier, or lighter and more/less full of two items.	Children will explore and add to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC).	Children will explore and add to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC).	Children will explore and add to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC).
Adult Led Task	Baseline Assessments	Baseline Assessments	Looking at amounts- What can you see? Gingerbread men with buttons	Making Gingerbread men and counting out how many buttons for each one.	Continuing or creating an AB pattern	Subitizing 1-4	Assessment Week
Discrete Problem-Solving Focus	Number Talks - https://nrich.maths.org/14005 Link to 'The Gingerbread Man' – 5 Gingerbread Men Lying on a Tray (song).						
Suggested Continuous Provision	Counting songs. Children to explore mathematical resources.	Counting songs. Children to explore mathematical resources.	Children to go on a twig hunt and compare the size of them.	Children to explore balance scales in different areas. Children to explore the car formation mats. Children to explore using wands to mark make numbers in the glitter.	Children to explore continuing patterns with natural materials in the indoor/outdoor environment.	Children to explore making own patterns with natural materials in the outdoor environment. Children to explore the 'Five Gingerbread Men' resources.	Children see errors in patterns Play patterns on IWB.

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.