Reception Maths Long Term Overview

This overview is designed to run alongside the New Reception White Rose Schemes of Learning found here. The scheme, which is broken into 3-week blocks, has been mapped across the academic year and reflects the content covered in the schemes of learning. These long-term overviews show the phase, the number focus and the measure, shape and spatial awareness focus. The White Rose scheme provides focuses within the 3-week blocks, which have been broken down on this document into small steps to make coverage more explicit and provide ideas about how the provision can be set up to help facilitate learning within topics. The small steps can also give some guidance as to what the daily focus for the Maths input could be, however small steps wouldn't always necessarily require their own input they simply show how the learning and questioning can progress. They also don't necessarily mean that each day would have a different activity for children to access as this may mean children are being moved on too quickly. There is also the vocabulary that should be taught, which matches the vocabulary progression documents available in the Maths area of ReachIn

Within certain weeks, there is also reference to applicable Numberblocks videos that can be used to help facilitate children's understanding of early number. A link to these videos can be found here.

Consolidation weeks have also been put in at certain times to accommodate any revisiting of content already taught or as buffers for if and when units overrun due to AFL/trips etc. They also provide you with flexibility should you want to dedicate more time to specific focuses. This document is also fully editable so topics can be moved around or lengthened if necessary and to accommodate different term lengths. This also allows topics to be moved to coincide with wider curriculum themes that are being taught throughout the year. The term lengths are kept as seven weeks for the two autumn half terms and summer 2 and six for the rest.

Content within the summer term is spread out more to ensure that no more than once concept is taught in any one week. This allows for content taught earlier in the year to be combined with what is being explicitly taught that week. For instance, counting patterns beyond 20 is given a full week so, if need be, numbers below ten can be revisited or retaught at the beginning of the week. During the summer term, it is imperative that the key skills below are revisited either through the teaching of other units or as standalone activities in preparation for Y1:

- Subitising
- Counting
- Composition
- Sorting and Matching
- Comparing and Ordering

Maths Long-term overview Reception

Autumn 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Phase	Getting to know you	Getting to know you	Getting to know you	1. Just Like Me!	1. Just Like Me!	1. Just Like Me!	Consolidation
Number				Match and Sort Compare Amounts	Match and Sort Compare Amounts	Match and Sort Compare Amounts	
Measure, shape and spatial thinking				Compare size, mass and capacity Exploring Pattern	Compare size, mass and capacity Exploring Pattern	Compare size, mass and capacity Exploring Pattern	
Weekly focus (areas within scheme)	**Baseline and transition** **Key times of the day** **Positional language** **Where do things belong** **ETC**	**Baseline and transition** **Key times of the day** **Positional language** **Where do things belong** **ETC**	**Baseline and transition** **Key times of the day** **Positional language** **Where do things belong** **ETC**	**Match** - Find and match objects that are the same - Explore how they know something is the same - Explore how they know something is different **Sort** - Sort objects into groups based on attributes such as colour, size and shape - Identify what is the same and different between sets of objects - Create own criteria for sorting objects - Investigate sorting the same objects in different ways	**Compare Amounts** - Sort collections into sets based on their attributes/characteristics such as colour, size and shape - Order and compare sets - Identify which groups are equal and which group has more and which has less - Identify groups which have the same amount of objects **Compare size, mass and capacity** - Compare and order objects according to their size - Use language to describe the size of objects	**Exploring simple patterns** - Copy, continue and create simple patterns (Focussing on AB and BC patterns) - Verbalise patterns as they construct, copy or continue - Explore patterns in a range of contexts (shapes, colours, sizes, actions etc) - Build patterns both vertically and horizontally	This week can be used to consolidate learning the children struggled with during the autumn term or revisit and extend concepts already taught This week could also act as buffer for any units that needed to be extended due to AFL or can be used to start the next half terms content.
Small Steps				1) Recognise what 'match' means (exploring how you might match items) 2) Match objects that are the same together 3) Understand that things can be sorted 4) Sort objects 5) Compare groups of objects	1) Estimate the size of an object 2) Compare objects by length 3) Compare mass 4) Compare amounts 5) Explore capacity	1) Continue verbal patterns 2) Copy a simple pattern 3) Continue a simple pattern 4) Create a simple pattern 5) Identify the repeating pattern	
Number Blocks Videos					S1 Episode 10 (How to Count) S1 Episodes 11 (Stampolines)	S4 Episode 2 (Pattern Palace)	
Vocabulary (year group specific)				Compare Describe Same as	Compare Describe Same as	Big Little Large	Pattern Copy Continue

					Different Match Identical More than Less than Equal Sort Sorting Recognise	Different Match Identical More than Less than Equal Sort Sorting Recognise	Small Compare Tall(er)(est) Short(er)(est) Long(er)(est) Big (er) (est)	Repeat Construct/create	

Autumn 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Phase	2. It's me 1,2,3!	2. It's me 1,2,3!	2. It's me 1,2,3!	3. Light and Dark	3. Light and Dark	3. Light and Dark	**Consolidation**
Number	Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3	Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3	Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3	Representing numbers to 5 One more and one less	Representing numbers to 5 One more and one less	Representing numbers to 5 One more and one less	.
Measure, shape and spatial thinking	Circles and triangles Positional language	Circles and triangles Positional language	Circles and triangles Positional language	Shapes with 4 sides Time	Shapes with 4 sides Time	Shapes with 4 sides Time	
Weekly focus (areas within scheme)	**Representing 1, 2, 3** - Recognise 1, 2 and 3 - Know the quantity of 1, 2 and 3 - Count forward and backwards to 3 - Count up to three objects in different arrangements - Represent 1, 2 and 3 in a variety of different ways - Understand the total number in a group up to 3 - Begin to subitise numbers up to 3 - Find 1, 2 and 3 on a clock and introduce 1 and 2p coins - Use mark-making to represent 1, 2 and 3 **Comparison and composition of 1, 2, 3** - Count forward and backwards to 3 - Understand that as we count each number is one more than the one before	**Circles and Triangles** - Understand that circles have one curved side - Understand that circles have 3 straight sides - Recognise circles and triangles on items within school - Build own circles and triangles	**Spatial Awareness** - Use positional language to describe how items are positioned in relation to others - Follow positional instructions - Represent the location of objects using drawings, maps or models - Build and complete life-sized journeys using position language - Direct others using positional language	**Four** - Count on and back to 4 - Count and subitise up to 4 objects - Match number names to numerals and quantities - Identify which sets have more or less than others - Know the quantity of a set up to 4 - Use mark-making to represent numbers to 4 - Find 4 on a clock **Five** - Count on and back to 5 - Count and subitise up to 5 objects - Represent five objects on a five frame and understand that the frame is full when there are five - Use mark-making to represent numbers to 5 - Find 4 on a clock and introduce the 5p coin	**One More and One Less** - Count, subitise and compare to explore and find one more and one less - Use five frames to represent numbers and then make one more or less - Use 5 frame to predict how many there will be when they add or take-away 1 -Relate adding 1 more to counting forwards and 1 less to counting backwards - Begin to say one more than a number without counting - Recognise frames or groups of objects that are one more than a given number	**Shapes with 4 sides** - Understand that squares and rectangles have 4 straight sides and 4 corners - Recognise squares and rectangles on items within school - Build own squares and rectangles **Night and Day** - Understand night and day - Develop a sense of time in terms of 'yesterday', 'today' and 'tomorrow' - Describe and order when relative events happen across different days using positional language such as before, later, after and next - Measure time in simple ways such as number of sleeps until an event and using timers	This week can be used to consolidate learning the children struggled with during the autumn term or revisit and extend concepts already taught This week could also act as buffer for any units that needed to be extended due to AFL or can be used to start the next half terms content. You could also extend night and day into this week if you wanted to do an entire week on Shapes with 4 sides or special for instance.

	- Use range of representations to represent one more and one less - Understand that all numbers are made up of smaller numbers - Explore and notice the different compositions of 2 and 3								
Small steps	1) Know what 1, 2 and 3 looks like. (Counting and subitising) 2) Understand that 1, 2 and 3 can be represented in numbers 3) Understand the difference between 1, 2 and 3 4) Understand that numbers are made up of other numbers. 5) Know what a group of 1, 2 or 3 looks like	1)Name circles and triangles (linking to features). 2) Find circles and triangles in pictures. 3) Recognise circles and triangles in the environment. 4) Construct circles and triangles. 5) Sort circles and triangles.		1) Understand positional language. 2) Use some positional language (two or three words) 3) Describe positional language. 4) Use wider range of positional language. 5) Give instructions	1) Explore 4. 2) Know what a group of 4 objects looks like. 3) Explore 5. 4) Show 5 in different ways. 5) Count up to 5.	1) Understand that one more means the number gets bigger. 2) Find one more of any number up to 5. 3) Understand that one less means the number gets smaller. 4) Find one less of any number up to 5. 5) Represent one more and one less in different ways.	1) Name squares and rectangles (linking to features). 2) Find shapes in the environment (can be linked to work on circles and triangles). 3) Order simple events. 4) Order the days of the week. 5) Measure time in a simple way		
Number Blocks Videos	S1 Episodes 1 (One) S1 Episodes 2 (Another One) S1 Episodes 3 (Two) S1 Episodes 4 (Three) S1 Episodes 5 (One, Two, Three! S1 Episode 8 (Three Little Pigs)	S1 Episodes 1 (One) S1 Episodes 2 (Another One) S1 Episodes 3 (Two) S1 Episodes 4 (Three) S1 Episodes 5 (One, Two, Three! S1 Episode 8 (Three Little Pigs)		S1 Episode 14 (Holes)	S1 Episode 6 (Four) S1 Episodes 7 (Five S1 Episodes 9 (Off We Go!) S1 Episode 10 (How to Count) S1 Episodes 11 (Stampolines)	S2 Episode 6 (Just Add One) This episode deals with numbers to ten but can be used up to 5 S1 Episode 14 (Holes)			
Vocabulary (year group specific)	Count Count on Counting Forwards Backwards Numerals Order/ordinal Subitise Compare Different Same as Equal More Less More than Fewer/less than Total Altogether	Count Count on Counting Forwards Backwards Numerals Order/ordinal Subitise Compare Different Same as Equal More Less More than Fewer/less than Total Altogether	Similar Different Compare Flat Triangle Circle Curved Straight Long/short Sides	Over Under Between Around Through On Into Next to Behind Beneath On top of	Count Count on Counting Forwards Backwards Numerals Order/ordinal Subitise Compare Different Same as Equal More Less More than Fewer/less than Total Altogether	Counting Forwards Backwards Compare Different Same as More Less One more One less Altogether How many Add/plus Take away/minus Total Altogether	Similar Different Compare Flat Square Rectangle Curved Straight Long/short Sides Corners	First Next After Before Hour Later Minutes Soon Time Today Week Yesterday Day Tomorrow Morning Afternoon Evening Day Night	

Spring 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Phase	**4. Alive in Five**	**4. Alive in Five**	**4. Alive in Five**	**5. Growing 6, 7, 8**	**5. Growing 6, 7, 8**	**5. Growing 6, 7, 8**
Number	Introducing zero Comparing numbers to 5 Composition of 4 & 5	Introducing zero Comparing numbers to 5 Composition of 4 & 5	Introducing zero Comparing numbers to 5 Composition of 4 & 5	6, 7 & 8 Making pairs Combining 2 groups	6, 7 & 8 Making pairs Combining 2 groups	6, 7 & 8 Making pairs Combining 2 groups
Measure, shape and spatial thinking	Compare Mass (2) Compare Capacity (2)	Compare Mass (2) Compare Capacity (2)	Compare Mass (2) Compare Capacity (2)	Length & Height Time	Length & Height Time	Length & Height Time
Weekly focus (areas within scheme)	**Introducing Zero** - Understand that zero is one less than 1 - Understand that zero means 'nothing there' or 'all gone' - Learn the name zero and the corresponding symbol 0 - Represent 0 using objects (example no apples on a tree, fish in a pound etc) - Count back from 5 to zero **Comparing Numbers to 5** -Compare groups to 5 by `counting, lining objects up and comparing their position in the counting order - Compare two sets of identical and non-identical objects to 5 - Identify which groups are equal and which group has more and which has less with identical and non-identical objects and numbers (linking to 1 more and 1 less) - Order 3 or more sets of objects to 5	**Composition of 4 and 5** - Develop understanding that all numbers are made up of smaller numbers - Explore and notice the difference between compositions of 4 and 5 - Subitise compositions of 4 and 5 - Notice that numbers can be composed of two of more parts	**Compare Mass** - Make comparisons between the weight of objects using their hands and estimate which is heavier or, lighter - Use balance scales to check their estimations - Use language of heavier, heavier than, heaviest, light, lighter than, lightest to compare items - Identify that bigger items are not necessarily heavier - Use balance scales to make indirect comparisons **Compare Capacity** - Identify containers that are full and empty and extend to half full, nearly full, nearly empty - Explore capacity using different containers and materials - Make direct comparisons by pouring from one container to another - Make indirect comparisons using different objects and containers	**6, 7 and 8** - Apply counting principles to count forwards and backwards to eight - Represent 6, 7 and 8 in different ways and order them - Count out the required number from a larger group - Arrange 6, 7 and 8 into smaller groups to support subitising - Begin to subitise numbers to 8 using a ten frame to support - Order and compare representations noticing the one more/less patterns - Relate learning of one more and one less to numbers to 8 - Find numbers on a clock **Making Pairs** - Understand that a pair is two - Explore collections of items that come in pairs - Arrange small quantities into pairs - Notice that some quantities have one left over, therefore a pair cannot be made - Play games which involve matching pairs	**Combining 2 groups** - Combine two groups to find how many there are altogether - Combine two groups in many contexts using real objects - Subitise where possible to begin to move on from counting each individual object - Use part-whole model to show how two groups are combined **(May want to start Length and Height during this week to create additional days for time)**	**Length and Height** - Use language to describe length and height - Compare length and height of different objects Use specific mathematical vocabulary relating to length, height and breadth - Describe length and height making indirect comparisons using identical objects (e.g. The table is 4 blocks long) **Time** - Order and sequence important times within the school day and beyond - Use positional language such as before, later, after and next to order events - Ask and answer simple questions about when they are doing things - Develop a sense of time in terms of 'yesterday', 'today' and 'tomorrow' - Describe and order when relative events happen across different days and recognise regular events that happen on the same day each week - Describe significant events in their lives and things they are looking forward to - Measure time in simple ways such as number of sleeps until an event and using timers

Small Steps	1) Understand what zero looks like. 2) Show zero. 3) Compare numbers up to 5. 4) Compare numbers up to 5. 5) Subitising numbers to 5	1) Find ways of making 4. 2) Find ways of making 5. 3) Compare 4 and 5. 4) Find number bonds to 4. 5) Find number bonds to 5	1) Explore capacity. 2) Accurately measure. 3) Compare capacity. 4) Explore mass. 5) Compare mass		1) Order significant events. 2) Link events to days of the week. 3) Measure time. 4) Find pairs. 5) Make pairs	1) Count out 6, 7 or 8 objects. 2) Find one more or one less of 6, 7 or 8. 3) Find ways to make 6, 7 or 8. 4) Combine 2 groups. 5) Create 2 groups to make a total	1) Understand length. 2) Compare length. 3) Understand height. 4) Compare height. 5) Estimate and measure
Number Blocks Videos	S3 Episode 5 (Zero) S1 Episode 6 (Four) S1 Episodes 7 (Five) S1 Episodes 9 (Off We Go!)	S1 Episode 6 (Four) S1 Episodes 7 (Five) S1 Episodes 9 (Off We Go!) S3 Episode 9 (Peekaboo!) Compares numbers to 10 but can be used to 5.			S2 Episode 1 (Six) S2 Episode 2 (Seven) S2 Episode 3 (Eight)	S4 Episode 4 (Mirror, Mirror) S3 Episode 4 (Fruit Salad)	
Vocabulary (year group specific)	Zero Count Count on Counting Forwards Backwards Numerals Order/ordinal Subitise Compare Different Same as Equal More Less More than Fewer/less than Total Altogether	Count Count on Counting Forwards Backwards Numerals Order/ordinal Subitise Compare Different Same as Equal More Less More than Fewer/less than Total Altogether	Capacity Compare Measure Full Empty Half full Nearly full Nearly empty	Mass Compare Measure Weight Heavy, heavier, heaviest Light, lighter, lightest	Compare Combine Groups Altogether Total Part Whole Add/plus Count on	Compare Combine Groups Altogether Total Part Whole Add/plus Count on	Compare Measure Height Distance Tall(er)(est) Short(er)(est) Long(er)(est) Big (er) (est) Wide(r) Narrow(er) Closer Further

Additional Vocabulary column (year group specific, final section):

First
Next
After
Later
Soon
Minute
Hour
Time
Today
Yesterday
Tomorrow
Day
Morning
Afternoon
Evening
Day
Week

Spring 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Phase	6. Building 9 & 10	6. Building 9 & 10	6. Building 9 & 10	Consolidation	Consolidation	
Number	9 & 10 Comparing numbers to 10 Bonds to 10	9 & 10 Comparing numbers to 10 Bonds to 10	9 & 10 Comparing numbers to 10 Bonds to 10			
Measure, shape and spatial thinking	3D-shape Pattern (2)	3D-shape Pattern (2)	3D-shape Pattern (2)			
Weekly focus (areas within scheme)	**9 and 10** - Apply counting principles to count forwards and backwards to ten - Represent 9 and 10 in different ways and order them - Count out the required number from a larger group - Arrange 9 and 10 into smaller groups to support subitising - Continue to subitise numbers to 10 using a ten frame, bead strings and fingers to support - Order and compare representation noticing the one more/less patterns - Relate learning of one more and one less to numbers to 10 - Find numbers on a clock and introduce 10p coin **Comparing Numbers to 10** -Compare groups to 10 by counting, lining objects up with 1-1 correspondance and comparing their position in the counting order - Compare two sets of identical and non-identical objects to 10 - Identify which groups are equal and which group has more and which has less with identical and non-identical objects and numbers (linking to 1 more and 1 less) - Begin by comparing 2 quantities and progress to ordering 3 or more quantities	**Bonds to 10** - Explore numbers bonds to 10 using real objects in different contexts - Find pairs of numbers that total ten using the tens frame - Identify different pairs of numbers that make 10 by moving objects between parts - Use a variety of representations to demonstrate knowledge of bonds to 10 (fingers, number shapes, bead string etc) May want to progress onto introducing part-whole model: - Use part-whole model to represent number bonds to 10 - Understand that parts and whole can be represented in different ways (10 not always on top)	**3-D Shape** - Use shapes to construct and identify which are good for building and which aren't as well as which shapes stack and which shapes roll and why that is - Begin to name shapes and identify them within the setting - Explore similarities and differences between 3-D shapes - Begin to sort shapes according to what they notice - Begin to describe the characteristics of 3D shapes **Pattern (2)** - Copy, continue and create more complex patterns (Focussing on ABB, AAB, AABB and AABBB patterns) **Ensure patterns have three full units of repeat** - Verbalise patterns as they construct, copy or continue - Explore patterns in a range of contexts (shapes, colours, sizes, actions etc) - Build patterns both vertically and horizontally as well as around the edge of shapes in curves or zig-zags	These weeks can be used to consolidate learning (in particular numbers to 10) carried out during the Spring term. They can also act as buffers for any focuses that overrun, which needed additional time or you chose to dedicate a full week to. For instance, you may want to do an entire week on Time, 3D shape or one of the other focusses if your assessment shows this is necessary or you feel the children will need it. Finally, they could be used to revisit and extend some of the learning done this term (refer to digging deeper resources if necessary)		

Small Steps	1) Represent 9 and 10 in different ways. 2) Know what a group of 9 or 10 looks like. 3) Find ways of making 9 and 10. 4) Find ways of making 9 and 10. 5) Compare numbers within 10	1) Order objects to 10. 2) Order numbers to 10. 3) Find number bonds to 10. 4) Write number bonds to 10. 5) Solve a problem within 10.	1) Explore 3D shapes. 2) Name 3D shapes. 3) Copy a repeating 3D shape pattern. 4) Copy a repeating pattern. 5) Create a repeating pattern.			
Number Blocks Videos	S2 Episode 4 (Nine) S2 Episodes 5 (Ten) S3 Episode 9 (Peekaboo!)	S3 Episode 15 (Ten Again) S1 Episode 12 (The Whole of Me S3 Episode 4 (Fruit Salad	S4 Episode 2 (Pattern Palace)			
Vocabulary (year group specific)	Count Count on Counting Forwards Backwards Numerals Order/ordinal Subitise Compare Different Same as Equal More Less More than Fewer/less than Total Altogether	Compare Combine Numbers bonds Part Whole Less One less More One more Total Altogether Add/plus	Similar Different Compare Flat Curved Straight Long/short Corner Introduce some 3D shapes, such as Sphere Cone Cube Cuboid	Pattern Copy Continue Repeat Construct/create Curves		

Summer 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Phase	**To 20 and Beyond**	**To 20 and Beyond**	**To 20 and Beyond**	**First, Then, Now**	**First, Then, Now**	**First, Then, Now**
Number	Building Numbers Beyond 10 Counting Patterns Beyond 10	Building Numbers Beyond 10 Counting Patterns Beyond 10	Building Numbers Beyond 10 Counting Patterns Beyond 10	Adding More Taking Away	Adding More Taking Away	Adding More Taking Away
Measure, shape and spatial thinking	Spatial Reasoning (1) Match, Rotate, Manipulate	Spatial Reasoning (1) Match, Rotate, Manipulate	Spatial Reasoning (1) Match, Rotate, Manipulate	Spatial Reasoning (2) Compose and Decompose	Spatial Reasoning (2) Compose and Decompose	Spatial Reasoning (2) Compose and Decompose
Weekly focus (areas within scheme)	**Building Numbers Beyond 10** - Build and identify numbers to 20 (and beyond) using a range of resources - Using resources such as 10 frames, bead strings, numicon etc to begin seeing larger numbers are one full 10 and part of another 10 *(Can be extended to 2 full tens and 3 full tens)* - Recognise that the numbers 1-9 repeat after every full 10	**Counting Patterns Beyond 10** - Count beyond 10 learning the number names in order - Count forwards and backwards to and from 20 - Match numbers to quantities and symbols - Use knowledge of one-more and one-less to order and compare numbers - Represent numbers to 20 in different ways (ten square, numicon, objects, cubes etc) - Use representations that show one full ten and a part of ten (building on last week) -Spot mistakes/missing numbers in number sequences beyond 10	**Spatial Reasoning – Match, Rotate, Manipulate** - Select and rotate shapes to fill a given space - Explain why they chose particular shapes and why other shapes might not fit - Match arrangements of shapes - Use positional language to describe where shapes are in relation to each other - Select shapes to complete picture boards or tangram outlines	**Adding More** - Use real objects to add more - Start by re-counting all objects to add amounts 1, 2, 3…4, 5, 6 - Develop onto subitising to count on e.g 3…..4, 5, 6 - Create number stories using 10 frames, number tracks and fingers	**Taking Away** - Use real objects to take items away - Begin by counting the objects out, taking away the required amount and then counting what is left - Develop onto subitising the number they are taking away from then taking away the required amount and then counting what is left - Create number stories using 10 frames, number tracks and their fingers	**Spatial Reasoning – Compose and Decompose** - Understand that shapes can be combined and separated to make new shapes - Explore how shapes can be combined or partitioned to make other shapes - Investigate how many different ways a given shape can be built using smaller ones - Explore the different shapes that can be made by combining a given set of shapes
Small Steps	1) Count forwards and backwards to 20. 2) Touch count up to 20. 3) Understand 10 and some more. 4) Understand 10 and some more. 5) Compose teen numbers.	1) Find numbers to 20. 2) Order numbers to 20. 3) Compare numbers to 20. 4) Compare numbers to 20. 5) Write numbers to 20.	1) Use positional language. 2) Match and Rotate 2D shapes. 3) Create shape pictures. 4) Create shape pictures. (Week can also be used to consolidate sorting shapes if necessary)	1) Add by counting on. 2) Add more (through stories). 3) Add more (ten frames). 4) Add by counting on (number track). 5) Find missing numbers	1) Understand what take away means. 2) Take away (through stories). 3) Take away (through stories). 4) Take away (tens frame). 5) Find missing numbers.	1) Use positional language. 2) Deconstruct shapes. 3) Build shape structures. 4) Create a pattern. 5) Recreate a shape picture.
Number Blocks Videos	S3 Episode 21 (Eleven) S3 Episode 22 (Twelve) S3 Episode 26 (Thirteen) S3 Episode 27 (Fourteen) S3 Episode 28 (Fifteen)	S4 Episode 5 (Sixteen) S4 Episode 7 (Seventeen) S4 Episode 8 (Eighteen) S4 Episode 10 (Nineteen) S4 Episode 11 (Twenty) S4 Episode 14 (I can count to 20)		S3 Episode 13 (Five and Friends	S1 Episode 14 (Holes)	
Vocabulary (year group specific)	Numbers to 20 Order/ordinal Counting Numeral	Numbers to 20 Order/ordinal Counting Numeral	Copy Construct/create Over Under	Order/ordinal Counting More Add/plus	Order/ordinal Counting Less Taking away/minus	Similar Different Compare Combine

Digit One more One less Forwards Backwards Add/plus Taking away/minus Missing number	Digit One more One less Forwards Backwards Add/plus Taking away/minus Missing number	Between Around Through On Into Next to Behind Beneath On top of Square Rectangle Triangle Circle	Numeral Digit Bigger Smaller Total Altogether In context of Maths stories: First Then Now	Numeral Digit Bigger Smaller Total Altogether In context of Maths stories: First Then Now	Flat Square Triangle Rectangle Circle

Summer 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Phase	**Find My Pattern**	**Find My Pattern**	**Find My Pattern**	**Find My Pattern**	**On The Move**	**On The Move**	**On The Move**
Number	Doubling, Sharing & Grouping Even and Odd	Doubling, Sharing & Grouping Even and Odd	Doubling Sharing & Grouping Even and Odd	Doubling Sharing & Grouping Even and Odd	Deepening Understanding Patterns and Relationships	Deepening Understanding Patterns and Relationships	Deepening Understanding Patterns and Relationships
Measure, shape and spatial thinking	Spatial Reasoning (3) Visualise and Build	Spatial Reasoning (3) Visualise and Build	Spatial Reasoning (3) Visualise and Build	Spatial Reasoning (3) Visualise and Build	Spatial Reasoning (4) Mapping	Spatial Reasoning (4) Mapping	Spatial Reasoning (4) Mapping
Weekly focus (areas within scheme)	**Doubling** - Learn that doubling means 'twice as many' - Build doubles with real objects and mathematical equipment - Double using ten frames - Use language of doubling as they build representations, for instance 'double 2 is 4' - Sort and explain doubles and non-doubles from provided examples	**Sharing and Grouping** - Share items into 2 equal groups - Distinguish between fair and unfair and equal and not equal - Link to part whole model and number bonds to 10 (half 10 is 5, 5 and 5 is 10) - If ready, extend onto sharing between 3 or 4 different groups - Share quantities where there are items left over and suggest how this could be resolved	**Even and Odd** - Understand that quantities that cannot be shared equally are odd and those that can are even - Share amounts to identify whether they are odd and even - Explore odd and even by grouping quantities into pairs - Understand number patterns, every other number is odd or even and begin to notice odd and even structure on number shapes	**Spatial Reasoning (3) – Visualise and Build** - Understand that places and models can be replicated - Replicate simple construction, models, real places and places in stories - Use positional language to describe where objects are in relation to other items - Visualise simple models by playing barrier games and following verbal instructions	**Deepening Understanding** This week is an opportunity for children to use the skills they've learnt to solve problems -Explore problems using familiar stories or derived from children's play - Create number stories - Discuss different starting points when solving problems - Make plans for how to solve a problem and carry it out - Review and discuss strategies - Comment on what went well and what could be improved	**Patterns and Relationships** - Investigate relationship between numbers and shape using mathematical resources - Consolidate use of simple patterns (AB, BC) and more complex ones (ABB, AAB, AABB and AABBB) - Continue to copy and create a widening range of repeating patterns and symmetrical constructions	**Spatial Reasoning (4) – Mapping** - Understand the purpose of maps and what they can be used for - Understand that maps and plans represent places and use these to see where things are in relation to other things - Explore different maps of places they know and those they are less familiar with - Create own maps to represent models built, familiar places and places in stories or their wider learning
	1) Understand what doubling means. 2) Double within 10 using objects and equipment. 3) Doubles within 10 using ten frames and pictorials 4) Doubles and non-doubles. 5) Count in 2s	1) Share evenly between 2 groups. 2) Share evenly between 3 or 4 groups 3) Group objects. 4) Group objects.	1) Compare even and uneven groups 2) Find even and odd numbers. 3) Make even numbers. 4) Make odd numbers.	1) Replicate models 2) Replicate real places and places in stories 3) Use positional language. (Where objects are in relation to each other) 4) Use positional language. (Where objects are in relation to each other)	1) Explore problems using familiar stores 2) Explore problems derived from play 3) Create number stories 4) Create number stories 5) Evaluate and adapt number stories	1) Copy simple patterns 2) Compose simple patters 3) Copy more complex patterns 4) Compose more complex patterns 5) Copy and create symmetrical constructions	1) Understanding maps 2) Explore different maps from familiar places (classroom, school etc) 3) Follow maps of familiar places 4) Create maps of familiar places and from stories 5) Create maps of familiar places and from stories
Number Blocks Videos		S4 Episode 21 (The lair of share) S2 Episode 8 (Counting Sheep)	S2 Episodes 11 (Odd & Evens)				
Vocabulary		Half/Halving Share	Half/Halving Share	Pattern Copy	Consolidate previously taught vocabulary in the	Pattern Copy	Map Mapping

(year group specific)		Equal Fair Unfair Total Altogether	Equal Fair Unfair Total Altogether Odd Even	Continue Repeat Construct/create Over Under Between Around Through On Into Next to Behind Beneath On top of	context of the problems the children are solving. For instance, if they solving problems around sharing items between different people consolidate language from Summer 2 Wk 1 (doubling, sharing and grouping)	Continue Repeat Construct/create Curves	Between Around On Next to Behind

During the summer period, ensure key skills are revisited, such as:

- Subitising
- Counting
- Composition
- Sorting and Matching
- Comparing and Ordering