Reception Long Term Plan : OUR MATHEMATICS MILESTONES

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	😊 **All about me!**	🎈 **Celebrations**	**To Infinity and Beyond!** 🪐	**The Land Before Time** 🦇	**How does your Garden Grow?** 🌸	**All Around the World** ✈️
Mathematics: • Number • Numerical Patterns	• To show finger numbers up to 5 • To link numerals to amounts up to 5 • To count objects, actions and sounds • To reliably count a quantity up to 10 • To say how many there are after counting, knowing that the last number in the count indicates the total number in a group • To compare quantities and numbers using language 'more than' 'less than' 'fewer' 'the same as' to compare collections (up to 10 objects) • To talk about 2D shapes • To select shapes appropriately • To combine shapes to make new ones • To create and extend simple patterns • To order items by size, capacity and weight using non-standard measures, correctly using the terms: longest, shortest, heaviest, lightest	• To subitise numbers 0-5. • To count forwards and backwards from 5 • To count beyond 10 • To find '1 more' from a given number within 10 • To understand the composition of numbers 2,3,4 • To partition sets of up to 5 objects using a part-part whole model • To understand that addition is the combining of sets of objects • To know which pairs make a given number within 4 • To automatically recall double facts 1+1, 2+2 • To write numbers 0-5 • To know about the different ways we can pay for things • To begin to use positional vocabulary 'in between' 'over' 'above' 'beneath' 'beside' • To describe a familiar route using directional language • To know different times of the day, days of the week and months of the year	• To understand the value of zero • To recognise up to 5 objects without having to count them individually • To understand that all numbers are made up of smaller numbers • To explore composition of numbers to 8 • To subitise to 8 • To add by combining two amounts • To find 1 more and 1 less from a given number and is beginning to understand the '1 more than/1 less than' relationship between sequential numbers • To double numbers • To compare mass using a balance • To order three items by capacity using appropriate language • Orders and sequences events using everyday language related to time	• To order height and length using appropriate language • To link the number symbol with its cardinal value – to 10 • To understand that subtraction is removing objects • To subitise 5 objects • To explore the composition of numbers to 10 • To recall number bonds to 5 • To say, with some accuracy, how many there might be, before counting (sets up to 10) • To recognise that the faces on a 3D shape often comprise of 2D shapes • To explore and describes how many corners and sides 2D shapes have • To identify and describe a pentagon, a hexagon and an octagon • To make models, selecting blocks needed and visualising what they will build • To create and extend more complex patterns	• To build and identify numbers to 20 and beyond. • To count forwards and backwards • To count on and back to solve problems • Create number stories using ten frames • To follow and give directions • To turn and flips objects in order to make shapes fit and create models; predicting and visualising how they will look • To subitise up to 5 (ELG) • To have a deep understanding of number to 10, including the composition of each number (ELG) • To compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity (ELG)	• To double numbers to 10 • To share amounts fairly and recognise when they are not the same • To explore odd and even numbers • To find half of a number • To use a range of nonstandard To pay for items using 1p, 5p and 10p coins • To tell the time to the o'clock and half past the hour • To automatically recall number bonds up to 5 and some number bonds to 10, including double facts (ELG) • To verbally count beyond 20, recognising the pattern of the counting system (ELG) • To explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally (ELG)
Checkpoints	• To subitise to 5 • To talk about different ways amounts of 5 can be made • To count objects accurately to 10 • To recognise when amounts are the same, more than or less than • To recognise and order numbers to 10 • To use some shape names and positional language • To create a repeated shape and colour pattern		• To subitise to 8 • To talk about the different ways that numbers to 5 can be made and begin to apply this knowledge to numbers to 10 • Links subtraction facts to composition of numbers to 5 • Recalls some doubles to 10 • Can count beyond 10 • Uses mathematical language to compare and talk about shape and size		• Can children confidently demonstrate the ELG skills?	