Reception Long Term Plan – Mathematics

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Baselines	Counting, Cardinality and ordinality	Subitising	Counting, Cardinality and ordinality	Counting, Cardinality and ordinality	Rekenrek- Subitising review
Baselines	Comparison	Counting, Cardinality and ordinality	Comparison	Subitising	Comparison review
Baselines	Composition	Composition	Composition	Composition	Counting review
Subitising	Composition	Composition	Subitising	Composition	Recall review
Counting, Cardinality and ordinality	Counting, Cardinality and ordinality	Comparison	Composition	Comparison	Number patterns review
Composition	Spatial Awareness	2D Shapes	Measure- Length, height and weight (2 weeks)	Addition to 10	Understanding review
Subitising	Simple Patterns	Exploring more complex patterns	Measure- Length, height and weight (2 weeks)	Measure – Volume and capacity	Numerical patterns (Halving and sharing, odd and even)
Comparison	Sorting	Time	Composing and decomposing shapes	Number bonds to 10	Numbers to 20
3D shapes					

Mastering number units - 

Autumn 1		
Baselines	**Link to milestones**	**Links to RtP for Y1**
Baselines		
Baselines		
Subitising - 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.	**SM** - Fast recognition of up to 3 objects, without having to count them individually ('subitising'). **SM** - Show 'finger numbers' up to 5.	**1AS–1** Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers.
Counting, Cardinality and ordinality - 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) - 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' - practise counting each object, action or sound once and only once - experience counting sounds - practise counting each object, action or sound once and only once. - record the results of their count - count each object, action or sound once and only once	**FM** - Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). **FM** -Say one number for each item in order: 1,2,3,4,5. **SM** - Recite numbers past 5. **SM** - Join in with Number rhymes and counting activities supporting composition of 5 **SM-** Count objects, actions and sounds	**1NPV–1** Count within 100, forwards and backwards, starting with any number.

Composition -know that 2 is made of 1 and another 1 -make their own collections of 2 objects and identify the '1 and another 1' in them -identify when a collection is composed of 3 objects - produce their own collection of 3 -identify when a collection is made up of 3 or NOT 3 - see that 4 can be made with four 1s	**FM** -Say one number for each item in order: 1,2,3,4,5 **SM-** Count objects, actions and sounds **SM** - Fast recognition of up to 3 objects, without having to count them individually ('subitising'). **TM** - Understand composition of 5	**1NF–1** develop fluency in addition and subtraction facts within 10
Subitising -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. -show small quantities on their fingers -use positional language to describe patterns of 4. -Make patterns showing 4	**FM -** Understand position through words alone for example, "The bag is under the table," with no pointing. **SM** - Fast recognition of up to 3 objects, without having to count them individually ('subitising'). **SM-** Count objects, actions and sounds **SM** - Show 'finger numbers' up to 5.	**1AS–1** Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers.
Comparison -represent a given number on their fingers without looking -compare 2 sets of objects and say which is 'more than'. -compare 2 sets of objects and say which is 'more than' or 'fewer than'.	**FM** - Compare quantities using language: 'more than', 'fewer than'. **SM** - Show 'finger numbers' up to 5. **SM** - Compare groups of objects identifying more, fewer and the same (numbers to 6)	**1AS–1** Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers. **1NF–** count forwards and backwards, in multiples of 2, 5 and 10, up to 10 multiples, beginning with

		any multiple, and count forward and backwards through the odd numbers.
3D shapes -explore properties of every day shapes -describe 3D shapes using their common properties -explore, describe and compare the properties of 3D shapes -identify similarities and differences between 3D shapes	**FM** - Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. **SM** - Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; straight', 'flat', 'round'.	**1G–1** recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another.

Autumn 2		
	Link to milestones	**Links to RtP for Y1**
Counting, ordinality and cardinality -count each object, action or sound once -hear and join in with the counting sequence to 5 -tag each object with 1 number word (1:1 correspondence) -see that they have 5 fingers on one hand -say and make numbers to 5 on their fingers -make collections of 5 in different ways -use counters to represent 5 objects -use a die frame to represent 5 -count 5 and 5 to make 10 altogether	**FM** -Say one number for each item in order: 1,2,3,4,5 **SM** Solve real world mathematical problems with numbers up to 5. **SM** Count objects, actions and sounds **SM** - Show 'finger numbers' up to 5. **SM** Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.	**1NPV–1** Count within 100, forwards and backwards, starting with any number. **1AS–1** Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers. **1NPV–2** Reason about the location of numbers to 20 within the linear number

	FiM Explore the composition of numbers to 10.	system, including comparing using <> and =
Comparison -practice subitising amounts to 4 -revisit 'more than' or 'fewer than' by looking -compare groups of up to 3 objects by matching them 1:1 -say when they have an equal number, too many or not enough -build tower with an equal number of squares -match squares in towers 1:1	**SM** Fast recognition of up to 3 objects, without having to count them individually ('subitising'). **SM** Compare groups of objects identifying more, fewer and the same (numbers to 6) **TM** Confidently subitise up to 5 **TM** Compare numbers within 10.	**1AS–1** Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers. **1NF 2–** count forwards and backwards, in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forward and backwards through the odd numbers.
Composition -identify the whole when shown 1 part of a familiar object. -identify that the parts are still visible when they are assembled to make the whole -hear the language of whole and parts -identify parts of their own body -recognise that some whole objects have parts that cannot be removed -identify the parts of some animals' bodies -investigate ways to compose and de-compose sets of 2 and 3. -know that 1 and 2 are parts of 3.	**SM** Join in with Number rhymes and counting activities supporting composition of 5	**1NF–1** develop fluency in addition and subtraction facts within 10
Composition -investigate ways to compose and de-compose sets of 3 -explore how 1 and 2 are parts of 3 -investigate ways to compose and de-compose 4. -investigate ways to compose and de-compose 5 -use spatial language to describe the shapes -explain that different parts can make the same whole	**FM** Join in with Number rhymes and counting activities supporting composition of 5 **FM -** Understand position through words alone for example, "The bag is under the table," with no pointing. **SM** Explore different ways to make 5	**1NF–1** develop fluency in addition and subtraction facts within 10

	TM Understand composition of 5	
Counting, ordinality and cardinality -hear and join in with the counting sequence to 10, including using songs and rhymes -use their fingers to represent quantities to 5 -begin to represent quantities to 10 -match different representations of quantities to 5 with amounts on their fingers -remember that the 'stopping number' tells us how many we need altogether -begin to recognise numerals to 5 -develop an understanding of equal amounts -represent quantities in a more abstract way, such as clapping or jumping -begin to understand that when a set of objects is rearranged, its quantity remains the same.	**FM** Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). **SM** Recite numbers past 5. **SM** Show 'finger numbers' up to 5. **SM** Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. **SM** Solve real world mathematical problems with numbers up to 5. **SM** Count objects, actions and sounds **TM** Link the number symbol (numeral) with its cardinal number value up to 10. **TM** Count beyond ten verbally	**1NPV–1** Count within 100, forwards and backwards, starting with any number. **1AS–1** Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers.
Spatial Awareness	**FM** Understand position through words alone for	

-understand position and directional language in practical contexts -use positional language to describe the position of items -describe movement using the language up, down, across.	example, "The bag is under the table," with no pointing. **FM** Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.	
Making simple patterns -explore simple AB patterns with objects -continue a simple pattern and discover that patterns can vary -create patterns -recognise patterns and represent them using different objects	**FM** Extend and create ABAB patterns – stick, leaf, stick, leaf. **SM** Notice and correct an error in a repeating pattern. **TM** Continue, copy and create repeating patterns.	
Sorting into 2 groups -look at what's the same and what's different -sort objects where there are two distinct groups -discover that there is more than one way to sort -sort collections of objects in more than one way	**FM** To be able to sort collections of objects by varying attributes including colour, size and shape. **FM** Make comparisons between objects relating to size, length, weight and capacity	

Spring 1		
	Links to milestones	**Links to RtP for Y1**
Subitising -use their fingers to quickly show quantities on 1 hand -recognise the numerals 1–5 -begin to develop their conceptual subitising skills with linear and paired arrangements of up to 5 dots. -subitise linear and paired arrangements of 2, 3 and 4 dots -visualise and recreate arrangements of 3, 4 and 5 dots -match arrangements of 3, 4 and 5 dots to the correct numerals. -match numerals to quantities for 1–5 -recognise die arrangements -visualise and describe arrangements of dots on a die -use dice to link subitised amounts with 1-to-1 counting actions. -recognise die patterns to 6 -link die patterns to numbers shown on their fingers -use die patterns to play track games.	**SM** Show 'finger numbers' up to 5. **SM** Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. **SM** Fast recognition of up to 3 objects, without having to count them individually ('subitising'). **SM** Count objects, actions and sounds **TM** Confidently subitise up to 5	**1AS–1** Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers. **1NPV–2** Reason about the location of numbers to 20 within the linear number system, including comparing using <> and =
Counting, cardinality and ordinality -recognise numerals 1–5 -order numbers from 1–5. -match numerals to quantities in order -help to build towers in order from 1–5 squares -see the staircase pattern and recognise that each number is 1 more. -order towers of 1–5 interlocking cubes -notice when we have '1 more' and when we do NOT have '1 more'. -match numerals to representations -represent staircase patterns in different ways, knowing that each new 'step' is 1 more than the last.	**SM** Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. **TM** Understand the 'one more than/one less than' relationship between consecutive numbers.	

Composition -show numbers to 5 using their fingers -see that 5 can be partitioned into 4 and 1. -see that 5 can be partitioned into 3 and 2. -find ways to partition a set of 5. -understand that 5 can be partitioned (split) into different parts -be able to explain what the parts are -use what they know about 5 to work out a hidden number.	**SM** Show 'finger numbers' up to 5. **SM** Join in with Number rhymes and counting activities supporting composition of 5 **SM** Solve real world mathematical problems with numbers up to 5. **TM** Explore different ways to make 5, 6, 7, 8 and 9 – using tens frames and objects/ numicon.	**1AS–1** Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers. **1NF–1** develop fluency in addition and subtraction facts within 10
Composition -see that there are 5 dots on a die pattern -represent 4 in different ways on a die frame. -use their fingers to represent 6 as '5 and a bit' -use double dice frames to represent 6 as 5 and 1 more. -match die representations of numbers 1–6 to representations on their fingers -see that 5 and '2 more' make 7. -count out 6 blocks from a collection -replace 1 block and know that there are still 6 -add another block to make 7.	**SM** Join in with Number rhymes and counting activities supporting composition of 5 **TM** Begin to spot doubles. **TM** Explore different ways to make 5, 6, 7, 8 and 9 – using tens frames and objects/ numicon.	**1NF–1** develop fluency in addition and subtraction facts within 10
Comparison -use 'more than' and 'fewer than' to describe quantities -say when they can see that someone has more or fewer of the same kind of object - know that it is quantity – not colour, size or type of object – that determines if 1 set has more or fewer items than another. -use the words 'an equal number' to say when there is the same number of items in 2 sets	**SM** Compare groups of objects identifying more, fewer and the same (numbers to 6) **TM** Compare numbers within 10.	

-say when they can see an equal number.		
2D shapes -exploring properties of everyday shapes -naming 2D shapes -identifying 2D shapes and describing similarities and differences -identifying 2D shapes within 3D shapes -identifying 2D shapes in different contexts.	**FM** Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones - an arch, a bigger triangle etc. **SM** Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; straight', 'flat', 'round'.	**1G–1** recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another. **1G–2** compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations.
Exploring more complex patterns -explore ABB patterns -continue an ABB pattern -discover that patterns can vary -create patterns -recognise patterns and represent them using different objects	**SM** Notice and correct an error in a repeating pattern **TM** Continue, copy and create repeating patterns.	
Time -know why we need to tell the time -order familiar events in a typical day -begin to describe familiar events in order, using the language of time -begin to use the language *before* and *after* and be able to look at the order of events, from last to first, as well as from first to last. -use the language of time and understand the importance of sequence.	**SM** Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'	

Spring 2		
	Links to milestones	**Links to RtP for Y1**
Counting, Cardinality and ordinality -practise counting aloud -revisit the principles of counting. -explore '5 and a bit' ways to make numbers between 6 and 10 -use generalised statements to describe the '5 and a bit' composition of the numbers 6–8. -investigate the '1 more/1 less' pattern of the base-10 counting system -begin to order numbers between 1 and 10, noticing the '5 and a bit' structure. -describe the '1 more/1 less' relationship of numbers to 10 -work together to order numbers between 1 and 10, noticing the '5 and a bit' structure.	**FM** Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). **SM** Count objects, actions and sounds **TM** Understand the 'one more than/one less than' relationship between consecutive numbers. **TM** Explore different ways to make 5, 6, 7, 8 and 9 – using tens frames and objects/ numicon. **FiM** Explore the composition of numbers to 10.	**1NPV–1** Count within 100, forwards and backwards, starting with any number. **1AS–1** Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers. **1NF–1** develop fluency in addition and subtraction facts within 10
Comparison -subitise arrangements of 6 and NOT 6 -order Numberblock images to 8. -represent 8 as '5 and 3 more' -describe how to place the numbers 1 to 8 in order. -explain how to order quantities to 10	**TM** Confidently subitise up to 5 **TM** Explore different ways to make 5, 6, 7, 8 and 9 – using tens frames and objects/ numicon.	**1AS–1** Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers.

-reason about which numbers are 'more than' others. -consolidate their understanding of 8 as '5 and 3 more' -notice when numbers are increased or decreased and explain their thinking.	**TM** Compare numbers within 10. **FiM** Explore the composition of numbers to 10.	**1NF–1** develop fluency in addition and subtraction facts within 10
Composition -use skills of conceptual subitising to describe parts of a whole set -visualise arrangements and use gestures to describe the numbers within a whole set. -investigate ways of making 7 with two parts -use their fingers to make and describe 7 as '5 and 2 more'. -notice when towers are made of 7 or NOT 7 interlocking cubes -work out the missing part of 7 using the '5 and a bit' structure. -see that 7 can be composed in different ways -explain their understanding of the composition of 7.	**TM** Explore different ways to make 5, 6, 7, 8 and 9 – using tens frames and objects/ numicon. **FiM** Explore the composition of numbers to 10.	**1AS–1** Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers. **1NF–1** develop fluency in addition and subtraction facts within 10
Subitising -use conceptual subitising strategies to derive dice patterns to 8 -use their fingers to show 2 and 4 as doubles. -use the language of doubles to describe die/dice patterns -see when a pattern is and when it is NOT a double.	**TM** Begin to spot doubles. **FiM** Remember some double facts.	**1AS–1** Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers.
Composition -recognise ways in which objects are similar to or different from each other -talk about some of the different attributes they notice (colour, size, function, shape, etc.) -sort objects according to attributes described by an adult. -use their fingers to represent doubles and NOT doubles -describe attributes that they notice for a group of objects -sort and re-sort objects according to their own attributes. -use their fingers to show numbers to 8 -describe attributes of the Numberblocks	**FM** To be able to sort collections of objects by varying attributes **TM** Begin to spot doubles. **FiM** Remember some double facts.	**1NF–1** develop fluency in addition and subtraction facts within 10

-sort the Numberblocks using the criteria 'odd blocks' or 'even tops'. -use their fingers to show doubles patterns -describe attributes of the Numberblocks -investigate patterns of doubles in interlocking cube models of the Numberblocks.		
Measures – Length, height and weight (2 week unit) -introduction to length, longer and shorter -compare length using longer and shorter -understand the relationship between length and height -understand that objects need to be straight in order to compare objects accurately -select an appropriate unit of measure -use non-standard units to measure distance -understand that on a balance scale (or seesaw), the heavier person or object tips down and the lighter one goes up. -compare the weights of two objects where the heavier object is bigger. -compare the weights of two objects of similar size -compare the weights of two objects where the heavier object is smaller. -use non-standard units to measure the weight of objects.	**FM** Make comparisons between objects relating to size, length, weight and capacity **TM** Compare length, weight and capacity.	
Composing and decomposing shapes -look at pattern blocks to see that new shapes can be made by combining shapes -explore how a shape can be decomposed into other shapes using paper folding activities -experience building a combination of shapes as a single new shape -combine different pattern blocks to compose a hexagon -talk about 2D and 3D shapes and their attributes	**TM** Select, rotate and manipulate shapes in order to develop spatial reasoning skills. **FiM** Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.	**1G–2** compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations.

Summer 1		
	Links to milestones	**Links to RtP for Y1**
Counting, cardinality and ordinality -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 – actions -discuss and practise strategies for counting larger sets by moving objects. -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 larger amounts that cannot be moved.	**FM** Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). **SM** Count objects, actions and sounds **TM** Count beyond ten verbally	**1AS–1** Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers.
Subitising - 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.	**TM** Confidently subitise up to 5 **TM** Begin to spot doubles. **FiM** Remember some double facts.	**1AS–1** Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers.
Composition -use their fingers to make doubles patterns -consolidate their use of finger patterns to represent numbers within 5. -use their fingers to represent numbers within 5, understanding that the 'whole' has not changed -use their own models and/or drawings to explore and represent the numbers within 5.	**SM** Show 'finger numbers' up to 5. **TM** Begin to spot doubles. **TM** Explore different ways to make 5, 6, 7, 8 and 9 –	**1AS–1** Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers. **1NF–1** develop fluency in addition and subtraction facts within 10

-use their fingers to represent numbers within 5 -use die frames as a different structure with which to represent the same numbers within 5 -use spatial language to describe their arrangements. -match die frames to ways of making 5 -explore ways of representing numbers within 5 using 10-frames -make links between different representations of numbers within 5.	using tens frames and objects/ numicon. **FiM** Explore the composition of numbers to 10. **FiM** Remember some double facts.	
Composition -visualise and use spatial language to describe numbers of dots -represent the same quantities to 10 using 10-frames and double dice frames. -match 10-frames with finger patterns and numerals -use structured arrangements to show 10 and 9. -begin to explore ways to make 10 -represent ways to make 10 using structured arrangements. -decide when to subitise and when to count quantities -represent ways to make 10 using structured arrangements -say the different ways that 10 can be made.	**TM** Explore different ways to make 5, 6, 7, 8 and 9 – using tens frames and objects/ numicon. **FiM** Explore the composition of numbers to 10.	**1AS–1** Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers. **1NF–1** develop fluency in addition and subtraction facts within 10
Comparison -identify missing numbers in the counting sequence to 5 -order towers of cubes or number plates from 1–10 on a class number track. -identify missing numbers in the counting sequence to 10 -match different representations of number to towers (or number plates) on a number track -use language to describe positions on a number track. -use the language of 'more than' and 'less than' when describing positions on a number track -begin to understand the rules for simple linear track games -describe and follow the rules for simple, linear track games.	**TM** Use a number track to support identifying more or fewer.	**1NPV–1** Count within 100, forwards and backwards, starting with any number. **1NPV–2** Reason about the location of numbers to 20 within the linear number system, including comparing using <> and =
Addition to 10 -recap language of parts and whole -combine two parts to make a whole	**TM** Explore different ways to make 5, 6, 7, 8 and 9 – using tens frames and objects/ numicon.	**1NF–1** develop fluency in addition and subtraction facts within 10

-identify the whole -explore misconceptions using the part whole model -complete number stories using the part whole model to 10.	**FiM** Explore the composition of numbers to 10. **FiM** Automatically recall number bonds to 5 Recall some number bonds to 10	**1AS–2** read, write and interpret containing addition, subtraction and equals symbols, and relate additive expressions and equations to real-life contexts
Measure – volume and capacity -understand that volume can be measured in cups -recognise when a container is full -compare volume by identifying the more and less full of two identical containers -compare the capacity of containers of different shapes and sizes.	**FM** Make comparisons between objects relating to size, length, weight and capacity **TM** Compare length, weight and capacity	
Number bonds to 10 (2 week unit) -explore the composition of 10 - explore the composition of 10 moving from concrete to pictorial representations - explore the composition of 10 by reinforcing different representations of 10 -use knowledge of number bonds to 10 to work out how many more -consolidate number bonds to 10 -Understand the composition of 10 -use the part whole model to break 10 into two parts -identify the whole and parts when variation is a factor -use number bonds to 10 to break a whole into parts -explore all of the number bonds to 10 to consolidate learning	**FiM** Explore the composition of numbers to 10. Automatically recall number bonds to 5 Recall some number bonds to 10	**1NF–1** develop fluency in addition and subtraction facts within 10

Summer 2		
	Links to milestones	**Links to RtP for Y1**
Rekenrek – subitising review -subitise numbers up to 5 represented by finger patterns	**TM** Confidently subitise up to 5	**1AS–1** Compose numbers to 10 from 2 parts, and partition

-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. -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.		numbers to 10 into parts, including recognising odd and even numbers.
Comparison review -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' pattern of number. -use their fingers to show 'more than' numbers to 10 -explore the order and magnitude of numbers to 10.	**TM** Confidently subitise up to 5 **TM** Compare numbers within 10. **TM** Understand the 'one more than/one less than' relationship between consecutive numbers.	**1AS–1** Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers.
Counting review -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 -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.	**TM** Confidently subitise up to 5 **SM** Count objects, actions and sounds **TM** Count beyond ten verbally **FiM** Begin to count beyond 20 verbally.	**1AS–1** Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers. **1NPV–1** Count within 100, forwards and backwards, starting with any number.

Recall review -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 -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'.	**TM** Explore different ways to make 5, 6, 7, 8 and 9 – using tens frames and objects/ numicon **TM** Understand composition of 5 and start to recall number bonds to 5 **TM** Begin to spot doubles. **FiM** Automatically recall number bonds to 5 **FiM** Remember some double facts. **FiM** Explore the composition of numbers to 10.	**1NF–1** develop fluency in addition and subtraction facts within 10 **1AS–1** Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers.
Number patterns review -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 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.	**SM** Show 'finger numbers' up to 5. **TM** Begin to spot doubles. **FiM** Remember some double facts.	**1NF–1** develop fluency in addition and subtraction facts within 10 **1NF–2** count forwards and backwards in multiples of 2, 5, and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers.

Understanding review -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 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 -use rekenreks to explore and make '5 and a bit' numbers to 10.	**SM** Show 'finger numbers' up to 5. **TM** Begin to spot doubles. **TM** Understand the 'one more than/one less than' relationship between consecutive numbers. **TM** Explore different ways to make 5, 6, 7, 8 and 9 – using tens frames and objects/ numicon **TM** Understand composition of 5 and start to recall number bonds to 5 **FiM** Remember some double facts. **FiM** Explore the composition of numbers to 10.	**1NF–1** develop fluency in addition and subtraction facts within 10 **1AS–1** Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers.
Numerical patterns (Halving and sharing, odd and even (2 week unit)) -understand the concept of sharing -take part in sharing -use sharing to find half -spotting halving patterns -use patterns to predict half -understand the importance of equal groups for fairness -understand that some groups of items cannot be shared equally into two groups -begin to recognise odd and even numbers		**1NF–2** count forwards and backwards in multiples of 2, 5, and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers.

-recognise that there is a pattern in odd and even numbers -apply knowledge of odd and even numbers		
Numbers beyond to 20 -counting beyond 10 -counting to 20 using ten frames -one more and one less (being flexible with numbers 11-20) -compare numbers to 20 -represent numbers to 20	**TM** Understand the 'one more than/one less than' relationship between consecutive numbers. **TM** Count beyond ten verbally **TM** Compare numbers within 10. **FiM** Begin to count beyond 20 verbally.	**1NPV–1** Count within 100, forwards and backwards, starting with any number.