

Year R Long Term Maths Plan

Term	A	B
	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>	
Autumn	<p>Sharing stories about number Singing number based nursery rhymes 1 – 1p, the oneness of one, circles, 1 o'clock. 2 – 2p, the twoness of two, 2 o'clock, making and breaking 2, 2-step patterns. 3 – the Threeness of three, 3 o'clock, 3-step patterns, making and breaking 3. Subitising to 3 – known layouts, unfamiliar layouts, subsets, fives frames. Ordering numbers to 3.</p>	<p>4 – the fourness of 4. Square numbers. 4 o'clock. Quadrilaterals. 4 on a fives frame. Making and breaking 4. Subitising to 4. Ordering numbers to 4. 5 – the fiveness of 5. 5p. 5 o'clock. Making and breaking 5. Pentagons. Counting to and from 5. Subitising to 5. Ordering numbers to 5. One more and one less to 5. More, fewer and less.</p>
Spring	<p>0 – the concept of 0. Greater than and less than. Making and breaking 5. 6 – counting to and from 6, hexagons, subitising 6 on a dice, practically making and breaking of 6, 6 into equal groups, factors of 6, 6 o'clock. 7, 8, 9 – counting to and from, o'clock, one more and one less, practically making and breaking. 9 – square numbers, partitioning into equal groups. Mental recall of number bonds to 5. <i>Number sense: Subitising</i></p>	<p>10 – counting to and from 10, $10=10*1$, one more and one less, making and breaking 10. Odd and even numbers. Doubles and halves. Greater than and less than. Mental recall of number bonds to 5. <i>Number sense: Making and breaking to 5.</i></p>
Summer	<p>Making and breaking to 5 and 10. Mental recall of number bonds to 10.</p>	<p>11-20: ten and more, arrays, rectangular and square numbers, doubles and halves, sharing equally. Problem solving.</p>