

Class One - Year Reception / One Maths Long Term Planning 2019-2020

Autumn 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Reception	Baseline		1	2	3	4	5	6
	Number: Counting. Number Recognition (number a week). Including Shape, Money, One more/less, addition/subtraction.							
Year One	Number: place value within 10		Number: addition and subtraction within 10			Number: place value within 20		Shape

Autumn 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Reception	7	8	9	10	0 Assessment	Measure length & height	Measure weight & volume
	Number: Counting. Number Recognition (number a week). Including Shape, Money, One more/less, addition/subtraction.						
Year One	Number: addition and subtraction within 20				Measure length & height Measure weight & volume		

Spring 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Reception	New teacher assessment	11	12	13	14	15
	Number: Counting. Number Recognition (number a week). Including Shape, Money, One more/less, addition/subtraction.					
Year One	Number: place value within 50				Multiples of 2, 5, 10	

Spring 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Reception	16	17	18	19	20	Assessment
	Number: Counting. Number Recognition (number a week). Including Shape, Money, One more/less, addition/subtraction.					
Year One	Multiplication and division (including reinforcing of multiples of 2, 5, 10)				Fractions	

Summer 1

	Week 1	Week 2	Week 3	Week 4	Week 5
Reception	Doubling	Sharing/ Halving	Addition	Subtraction	Position and Direction
Year One	Place Value within 100				Position and Direction

Summer 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Reception	Money	Time	Consolidation and assessment			
Year One	Money	Time	Consolidation and assessment			

Notes

Reception children will learn a number each week. Within the week they should also learn about:

S, S&M

Shapes with sides of the number of the week ie 3 - triangle.

Any coins of that amount. Ways to make that total from the coins we know.

Time - show the o'clock of this number. Everyone look out for the o'clock of this number each day.

Number

Recording the number - work on the accurate formation of this number each day.

Counting on from this number

Subtraction and addition - number bonds for that amount

Counting objects and sharing equally - odds and evens

One more and one less than that number

Double/half of the number

In class one there should be evidence of 'drip feed' learning from the start of the year. Maths should be part of the daily classroom routine and include the following:

Time

Learn the days of the week and the months of the year song from the start of the year.

Daily discussions about what day it is, what day it was yesterday, what day it is tomorrow. Talk about activities in school and which day we do them. Reference should be made to timings throughout the day ie 'ten minutes until tidy up time'. Work on O' Clock and half past throughout the year and draw children's attention to the clock at these times. **Create a timeline with pictures of the clock and daily activities. Move the clock to child height on a clear wall. Empty calendar to fill in daily. Talk about each day being one more than the day before etc. Notice if the days are odd or even numbers, one or two-digit numbers, written with straight or curved lines.**

Shape

Learn the 2D and 3D shape song from the start of the year. Encourage children to describe objects as shapes when in provision and develop understanding of properties through adult questioning. **Sort and label blocks in construction area as: cubes, cuboids, square-based pyramids, triangular-based pyramids, cylinders. Items, such as train tracks, are sorted into their parts on the shelf into straight track, curved track etc.**

Positional language

Give children direction and instructions involving positional language.

Counting

Count daily when lining up, transition times. Always include counting back from 20 and increase throughout the year. Include counting in 2/5/10s. Counting items in ones using its noun i.e. 'One conker, two conkers, three conkers, etc.' Bunny Ears - different ways to show the same amounts with fingers, where the hands are placed on top of the head, with fingers facing upwards when showing the amounts.

Equal groups/sharing/multiplication

Encourage children to stack in 'groups of' when tidying up. Ask them how many there are in total and how many in each group.

Fractions

Make reference to fractions ie your water bottle is half empty - you have eaten half of your banana.

Statistics

Complete a weekly attendance calendar. At the end of the week ask data questions such as: Which day had the most children? On which day did the least children attend? Tally lunch choices - after modelling a few times let year one children take turns to do this on a white board.

Numbers in context

Ask children to pass you the dinner choices - can you pass me the basket with the fewest/least/most/biggest number of bricks. Use ten frames as a base for recording number of children attending each day. 'Are we all here or are some children away?' and 'How many are away?' and 'How many are here?' Subitising flash and response games (i.e. plates, cards, dominoes and dice)

Vocabulary - Reception

ELG 11 - NUMBERS (COUNTING)

number
one, two, three... to twenty
and beyond
none, zero
how many...?
count, count (up) to
count on (from, to)
count back (from, to)
count in ones,
more, less, many, few
every other
how many times?
pattern, pair
guess how many, estimate
nearly, close to, about the
same as
just over, just under
too many, too few, enough,
not enough
see how many ('subitise' - see
how many objects/pictures
in a recognised arrangement
there are without counting:

one, two, three, four, five,
six then use the combination
of arrangements of these
smaller amounts to recognise
larger amounts)
(COMPARING AND
ORDERING NUMBERS)
the same number as, as many
as,
there are still the same
(when items have been
moved around)
Of two objects/amounts:
greater, more, larger, bigger
less, fewer, smaller
one more, one less
compare
order
size
first, second, third... tenth
last, last but one
before, after
next
between
above, below

(ADDING AND SUBTRACTING)

add, more, and
make, sum, total
altogether
score
one more, two more, three
more...
how many more to make... ?
how many more is... than...?
take (away), leave
how many are left/left over?
how many have gone?
one less, two less, three
less...
how many fewer is... than...?
is the same as
(MULTIPLYING AND
DIVIDING)
double
half, halve
pair
share equally
equal groups

(REASONING ABOUT NUMBERS OR SHAPES)

pattern
puzzle
answer
right, wrong
what could we try next?
how did you work it out?
count, sort
group, set
match
same, different
list

ELG 12 - SHAPE, SPACE AND MEASURES

(MEASURES - GENERAL)

measure
size
compare
guess, estimate
enough, not enough
too much, too little
too many, too few

nearly, close to, about the same as
just over, just under

(SIZE)

length, width, height, depth
long, short, tall
high, low
wide, narrow
deep, shallow
thick, thin
longer, shorter, taller,
higher... and so on
longest, shortest, tallest,
highest... and so on
far, near, close

(MASS/WEIGHT)

weigh, weighs, balances
heavy/light, heavier/lighter,
heaviest/lightest
balance, scales, weight

(CAPACITY AND VOLUME)

full, half full, empty
holds, holds more, holds less,
How many of these... fill
this...?

pour in, pour out, container

(POSITION AND DISTANCE)

put, place
over, under
above, below
top, middle, bottom
on, in, outside, inside
around, in front, behind,
front, back
before, after, beside, next
to
apart, between, middle,
edge, corner
direction, up, down,
forwards, backwards,
sideways, across, close, far,
near, along
through, to, from, towards,
away from
movement, slide, roll, turn,
stretch, bend
(TIME)
time
days of the week: Monday,
Tuesday...
day, week
birthday, holiday
morning, afternoon, evening,
night
bedtime, dinnertime,
playtime
today, yesterday, tomorrow
before, after
next, last

now, soon, early, late
quick, quicker, quickest,
quickly
slow, slower, slowest, slowly
old, older, oldest
new, newer, newest
takes longer, takes less time
hour, o'clock
clock, watch, hands
(MONEY)
money
coin
penny, pence, pound
how much...? how many...?
total

(EXPLORING PATTERNS,
SHAPE AND SPACE)

shape, pattern
flat, curved, straight, round
hollow, solid
corner
sort
make, build, draw
cube, cuboid, cylinder,
pyramid, sphere, cone
circle, triangle, rectangle,
square
size
bigger, larger, smaller
pattern
repeating pattern

match
INSTRUCTIONS
listen
join in
say
think
imagine
remember
start from
start with
start at
look at
point to
show me
put, place
fit
arrange
rearrange
separate
carry on, continue
repeat
what comes next?
find
choose
collect
use
make
build
tell me
describe
pick out
talk about

show me
finish, end
colour
tick, cross
cost
count

work out
answer
check

GENERAL
counters, cubes, blocks, rods

die, dice
dominoes
pegs, peg board
same way, different way
best way, another way
in order, in a different order

not
all, every, each
same number/s
different number/s
number track
number card

Vocabulary - Year One

NUMBER - NUMBER AND PLACE
VALUE
number
one, two, three... to twenty and
beyond, to one hundred and
beyond
ten, twenty... one hundred and
beyond
five, ten, fifteen...one hundred
and beyond
none, zero
how many...?
count, count (up) to
count on (from, to)
count back (from, to)
count in ones, twos, tens, fives
count forwards, count up
count backwards, count down
more than, less than, many, few
odd, even
every other
how many times?
pattern, pair
units, ones

tens
digit
'teens' number
the same number as, as many as
equal to
Of two objects/amounts:
Greater, more, larger, bigger
Less, fewer, smaller,
more than, less than, fewer than
Of three or more
objects/amounts:
greatest, most, biggest, largest
least, fewest, smallest
one more, ten more
one less, ten less
compare
order
size
first, second, third... tenth,
eleventh... twentieth
last, last but one
before, after
next
between, half-way between

above, below
see how many without counting
(‘subitise’ - see how many
objects/pictures in a recognised
arrangement there are without
counting: one, two, three, four,
five, six then in a random
arrangement)
NUMBER - ADDTION AND
SUBTRACTION
+, add, more+plus
make, sum, total, put together,
altogether
score, number bond, missing
number problem
one more, two more... ten more
how many more to make...?
how many more is... than...?
how much more is...?
- subtract, take (away), minus
leave, subtraction facts
how many are left/left over?
how many have gone?
one less, two less, ten less...

how many fewer is... than...?
how much less is...?
difference between, distance
between
more than, less than
= equals, sign, is the same as
NUMBER - MULTIPLICATION
AND DIVISION
double, halve
grouping, sharing
twos, tens, fives
array

NUMBER - FRACTIONS
half, halve, quarter
equal parts
one of two equal parts
one of four equal parts

(NUMBER - MAKING DECISIONS
AND REASONING)
pattern
puzzle
different, same,

I notice that...
answer
right, wrong
what could we try next?
how did you work it out?
count out, share out, left, left over
number sentence
sign, operation
MEASUREMENT (GENERAL)
measure
size
compare, double, half
guess, estimate
enough, not enough
too much, too little
too many, too few
nearly, roughly, close to, about the same as
just over, just under

MEASUREMENT - LENGTHS AND HEIGHTS
length, width, height, depth
long, short, tall
high, low
wide, narrow
deep, shallow
thick, thin
longer than, shorter than, taller than, higher than... and so on
longest, shortest, tallest, highest... and so on
far, near, close
metre
ruler, metre stick

MEASUREMENT - MASS/WEIGHT
weigh, weighs, balances

heavy/light, heavier/lighter than, heaviest/lightest
balance, scales, weight

MEASUREMENT - CAPACITY AND VOLUME
full, half full, quarter full, empty
holds, container
holds more than, holds less than
How many of these... fill this...?
pour in, pour out
container

MEASUREMENT - TIME
time
days of the week: Monday, Tuesday...
seasons: spring, summer, autumn, winter
day, week, month, year
weekend, birthday, holiday
morning, afternoon, evening
night, midnight
bedtime, dinnertime, playtime
today, yesterday, tomorrow
before, after
next, last
now, soon, early, late
quick, quicker, quickest, quickly
fast, faster, fastest
slow, slower, slowest, slowly
old, older, oldest
new, newer, newest
takes longer, takes less time
hour, o'clock, half past
clock, watch, hands
hours, minutes, seconds
how long ago?
how long will it be to...?
how long will it take to...?

how often?
always, never, often, sometimes, usually
once, twice
MEASUREMENT - MONEY
money
coin
penny, pence, pound
how much...? how many...?
total

GEOMETRY - PROPERTIES OF SHAPE
shape, pattern
flat
curved, straight
round
hollow, solid
corner
sort
make, build, draw
cube
cuboid
pyramid
sphere
cone
cylinder
circle
triangle
square
rectangle
size
bigger, larger, smaller
pattern
repeating pattern
match

GEOMETRY - POSITION AND DIRECTION
put, place
position
over, under, underneath

above, below
top, middle, bottom
on, in
outside, inside
around
in front, behind, on top of
front, back
before, after
beside, next to
apart
between
middle, edge
centre
corner
direction
journey
left, right
up, down
forwards, backwards, sideways
across
close, far, near
along
through
to, from, towards, away from
turn, whole turn, half turn, quarter turn, three-quarter turn

INSTRUCTIONS
listen
join in
say
think
imagine
remember
start from
start with
start at
look at
point to
show me

put, place
fit
arrange
rearrange
change, change over
separate
carry on, continue
repeat
what comes next?
find
choose
collect
use
make
build

tell me
describe
pick out
talk about
explain
show me
read
write
record
trace
copy
complete
finish, end
fill in
shade

colour
tick, cross
draw
draw a line between
join (up)
ring
arrow
cost
count
work out
answer
check
GENERAL
same number/s
different number/s

missing number/s
number facts
number line, number track
number square
number cards
abacus
counters, cubes, blocks, rods
die, dice
dominoes
pegs, peg board
same way, different way
best way, another way
in order, in a different order
not all, every, each