Learning Trust

## Elston Hall Learning Trust <br> Early Years Maths LTP: Reception

- All 4-5 years AREs from new EYFS curriculum are covered and learning outcomes for Number and Calculations are revisited and consolidated, including opportunities for 'Reasoning, Problem-Solving and Applying'.
- From the start of the Autumn Term through tot Spring 2, maths is heavily-weighted with 'Number' and 'Composition' skills with a clear focus on a number per week in order to build a solid foundation for the deeper understanding of numbers to ten. Thereafter, there will be a balance of compositional skills along with numerical patterns, shapes and measures.
- From Spring 2, each week will begin with a number focus teach in order to embed further the composition of numbers to their maximum extent through recognition, counting, ordering and subitising. This will also be reinforced through OMS each day and will thus provide a secure grounding in terms of understanding what a number/amount comprises of and recognising appropriate number bonds.


|  | W1 | W2 | W3 | W4 | W5 | W6 | W7 |
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|  | OMS: Subitising to 3 <br> Four <br> Introduce four through Ten Town (song and story) <br> Show four on fingers Form four in different media using ten town rhyme <br> Show images of number in the environment - on phone, remote, clock, scales, doors, car reg etc. <br> Identify number in environment e.g. number hunt Represent number in others ways e.g. on a 10s grid, on a clock, objects, cube towers, numicon, coins, dice, dominoes, playdough, shape (square, rectangle) <br> Compare to previous numbers taught number line, amounts, one more and less Composition of number | OMS: Subitising to 3 <br> Five <br> Introduce five through Ten Town (song and story) <br> Show five on fingers Form five in different media using ten town rhyme <br> Show images of number in the environment - on phone, remote, clock, scales, doors, car reg etc. <br> Identify number in environment e.g. number hunt Represent number in others ways e.g. on a 10s grid, on a clock, objects, cube towers, numicon, coins, dice, dominoes, playdough, shape (pentagon) Compare to previous numbers taught number line, amounts, one more and less Composition of number | OMS: Subitising to 5 <br> Number bonds to 5 <br> 4-5: Explore the composition of numbers up to 5 . <br> 4-5: Automatically recall numbers bonds 0 5. | OMS: Subitising to 5 <br> Consolidation to 5 <br> 4-5 Count objects, actions and sounds. <br> 4-5 Link the number symbol (numeral) with its cardinal number value. <br> 4-5 Compare numbers. (vocab of more, less, equal) <br> 4-5 Understand the 'one more than/one less than' relationship between consecutive numbers. <br> 4-5 Explore the composition of numbers to 5 . <br> 4-5 Automatically recall number bonds for numbers 0-5. | OMS: Number bonds to 5 <br> Six <br> Introduce six through <br> Ten Town (song and <br> story) <br> Show six on fingers <br> Form six in different <br> media using ten town rhyme <br> Show images of number in the environment - on phone, remote, clock, scales, doors, car reg etc. <br> Identify number in environment e.g. number hunt Represent number in others ways e.g. on a 10s grid, on a clock, objects, cube towers, numicon, coins, dice, dominoes, playdough, shape (hexagon) Compare to previous numbers taught number line, amounts, one more and less Composition of number | OMS: Number bonds to 5 <br> Seven <br> Introduce seven through Ten Town (song and story) <br> Show seven on fingers Form seven in different media using ten town rhyme <br> Show images of number in the environment - on phone, remote, clock, scales, doors, car reg etc. <br> Identify number in environment e.g. number hunt Represent number in others ways e.g. on a 10s grid, on a clock, objects, cube towers, numicon, coins, dice, dominoes, playdough, Compare to previous numbers taught number line, amounts, one more and less Composition of number | OMS: Composition to 6 <br> Consolidation Week <br> 4-5 Count objects, actions and sounds. <br> 4-5 Link the number symbol (numeral) with its cardinal number value. <br> 4-5 Compare numbers. (vocab of more, less, equal) <br> 4-5 Understand the 'one more than/one less than' relationship between consecutive numbers. <br> 4-5 Explore the composition of numbers to 7 . |


|  | W1 | W2 | W3 | W4 | W5 | W6 | W7 |
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|  | OMS: Composition to 7 <br> Eight <br> Introduce eight through Ten Town (song and story) <br> Show eight on fingers Form eight in different media using ten town rhyme <br> Show images of number in the environment - on phone, remote, clock, scales, doors, car reg etc. <br> Identify number in environment e.g. number hunt Represent number in others ways e.g. on a 10s grid, on a clock, objects, cube towers, numicon, coins, dice, dominoes, playdough, shape (octaagon) Compare to previous numbers taught number line, amounts, one more and less Composition of number | OMS: Composition to 8 <br> Nine <br> Introduce nine through Ten Town (song and story) <br> Show nine on fingers Form nine in different media using ten town rhyme <br> Show images of number in the environment - on phone, remote, clock, scales, doors, car reg etc. <br> Identify number in environment e.g. number hunt Represent number in others ways e.g. on a 10s grid, on a clock, objects, cube towers, numicon, coins, dice, dominoes, playdough, Compare to previous numbers taught number line, amounts, one more and less Composition of number | OMS: Composition to 9 <br> Ten <br> Introduce ten through Ten Town (song and story) <br> Show ten on fingers Form ten in different media using ten town rhyme <br> Show images of number in the environment - on phone, remote, clock, scales, doors, car reg etc. <br> Identify number in environment e.g. number hunt Represent number in others ways e.g. on a 10s grid, on a clock, objects, cube towers, numicon, coins, dice, dominoes, playdough, Compare to previous numbers taught number line, amounts, one more and less Composition of number | OMS: order numbers to 10 <br> Number bonds to 10 <br> 4-5: Explore the composition of numbers up to 10 . <br> 4-5: Automatically recall numbers bonds 0 10. | OMS: Number bonds to 10 <br> ELG: Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 and some number bonds to 10 , <br> Consolidation to 10 <br> 4-5 Count objects, actions and sounds. <br> 4-5 Link the number symbol (numeral) with its cardinal number value. <br> 4-5 Compare numbers. (vocab of more, less, equal) <br> 4-5 Understand the 'one more than/one less than' relationship between consecutive numbers. <br> 4-5 Explore the composition of numbers to 10 . <br> 4-5 Automatically recall number bonds for numbers 0-10. | OMS: Number bonds to 10 <br> ELG: Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 and some number bonds to 10 , <br> Addition to 10 (Practical/Formal) <br> 4-5: Explore the composition of numbers up to 10 . | OMS: Number bonds to 10 <br> ELG: Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 and some number bonds to 10 , <br> Subtraction to 10 <br> (Practical/Formal) <br> 4-5: Explore the composition of numbers up to 10 . |


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| $\begin{aligned} & N \\ & \dot{N} \\ & z_{j}^{\prime} \\ & \frac{\alpha}{\alpha} \end{aligned}$ | OMS: Comparing quantities to 10 ELG: Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. <br> Recognising/Properties 2D Shapes <br> 4-5: Select, rotate and manipulate shapes in order to develop spatial reasoning skills. <br> One day a week recapping numbers to ten Differentiate to needs of pupils ELG: Have a deep understanding of number to 10 , including the composition of each number. | OMS: Comparing quantities to 10 ELG: Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. <br> Recognising/Properties <br> 3D Shapes <br> Nets <br> 4-5: Select, rotate and manipulate shapes in order to develop spatial reasoning skills. <br> 4-5: Compose and decompose shapes 4 so that children recognise a shape can have other shapes within it, just as numbers can. <br> One day a week recapping numbers to ten Differentiate to needs of pupils ELG: Have a deep understanding of number to 10 , including the composition of each number. | OMS: Addition to 10 ELG: Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. <br> Repeating <br> Patterns/Colours and Shapes <br> 4-5: Continue, copy and create repeating patterns. <br> One day a week recapping numbers to ten Differentiate to needs of pupils ELG: Have a deep understanding of number to 10 , including the composition of each number. | OMS: Subtraction to 10 ELG: Have a deep understanding of number to 10 , including the composition of each number. <br> Consolidation of shape and pattern <br> 4-5: Select, rotate and manipulate shapes in order to develop spatial reasoning skills. <br> 4-5: Compose and decompose shapes 4so that children recognise a shape can have other shapes within it, just as numbers can. <br> 4-5: Continue, copy and create repeating patterns. <br> One day a week recapping numbers to ten Differentiate to needs of pupils ELG: Have a deep understanding of number to 10 , including the composition of each number. | OMS: Count beyond 10 (up to 20) <br> 4-5: Count beyond 10 <br> Addition \& subtraction <br> to 10 <br> (Practical/Formal) <br> 4-5: Explore the composition of numbers up to 10 . <br> One day a week recapping numbers to ten Differentiate to needs of pupils ELG: Have a deep understanding of number to 10 , including the composition of each number. | OMS: Count beyond 10 (up to 20) <br> 4-5: Count beyond 10 <br> Doubling <br> 4-5: Explore the composition of numbers up to 10 . <br> ELG: Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. <br> One day a week recapping numbers to ten Differentiate to needs of pupils ELG: Have a deep understanding of number to 10 , including the composition of each number. | N/A |


|  | W1 | W2 | W3 | W4 | W5 | W6 | W7 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | OMS: Recalling doubles up to double 5 ELG: Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. <br> Halving/Sharing <br> (Practical <br> Division/Shapes/ Sharing by 2) <br> 4-5: Explore the composition of numbers up to 10 . <br> One day a week recapping numbers to ten Differentiate to needs of pupils ELG: Have a deep understanding of number to 10, including the composition of each number. | OMS: Recalling halving facts up to half of 10 ELG: Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. <br> Odds and Evens <br> 4-5: Explore the composition of numbers up to 10 . <br> One day a week recapping numbers to ten Differentiate to needs of pupils ELG: Have a deep understanding of number to 10 , including the composition of each number. | OMS: Odd and Even numbers up to 10 ELG: Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. <br> Money - Recognition, Addition/subtraction <br> 4-5: Explore the composition of numbers up to 10 . <br> One day a week recapping numbers to ten <br> Differentiate to needs of pupils <br> ELG: Have a deep understanding of number to 10 , including the composition of each number. | OMS: Money composition to 10 <br> Time <br> Recap of time at O'clock taught to date (subitising numbers) <br> One day a week recapping numbers to ten Differentiate to needs of pupils ELG: Have a deep understanding of number to 10 , including the composition of each number. | OMS: Time - reading o'clock times <br> Height/Length <br> 4-5: Compare length, weight and capacity. <br> One day a week recapping numbers to ten Differentiate to needs of pupils ELG: Have a deep understanding of number to 10 , including the composition of each number. | OMS: Comparing height and length <br> Consolidation week <br> Recap skills taught this half term that children need to embed further. <br> One day a week recapping numbers to ten Differentiate to needs of pupils ELG: Have a deep understanding of number to 10 , including the composition of each number. | N/A |


|  | W1 | W2 | W3 | W4 | W5 | W6 | W7 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | OMS: Verbally count beyond 20 <br> 4-5: Count beyond 10 ELG: Verbally count beyond 20, recognising the pattern of the counting system. <br> Weight <br> 4-5: Compare length, weight and capacity. <br> One day a week recapping numbers to ten <br> Differentiate to needs of pupils ELG: Have a deep understanding of number to 10 , including the composition of each number. | OMS: Verbally count beyond 20 <br> 4-5: Count beyond 10 ELG: Verbally count beyond 20, recognising the pattern of the counting system. <br> Counting in groups/Steps ( 2,5 and 10) <br> 4-5: Count objects, actions and sounds <br> 4-5: Count beyond 10 ELG: Verbally count beyond 20, recognising the pattern of the counting system. <br> One day a week recapping numbers to ten <br> Differentiate to needs of pupils ELG: Have a deep understanding of number to 10, including the composition of each number. | OMS: Compare quantities up to 10 ELG: Compare quantities to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. <br> Counting in Groups (Practical Multiplication) <br> 4-5: Count objects, actions and sounds. <br> 4-5: Count beyond 10. <br> ELG: Verbally count beyond 20, recognising the pattern of the counting system. <br> One day a week recapping numbers to ten <br> Differentiate to needs of pupils ELG: Have a deep understanding of number to 10 , including the composition of each number. | OMS: Number bond to 10 <br> ELG: Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10 , including double facts. <br> Repeating Patterns Numbers and Letters <br> 4-5:Continue, copy and create repeating patterns. <br> ELG: Numerical patterns <br> One day a week recapping numbers to ten <br> Differentiate to needs of pupils ELG: Have a deep understanding of number to 10 , including the composition of each number. | OMS: Doubling up to double 5 <br> ELG: Explore and represent patterns within numbers up to <br> 10 , including evens and odds, double facts and how quantities can be distributed equally. <br> Capacity <br> 4-5: Compare length, weight and capacity. <br> One day a week recapping numbers to ten <br> Differentiate to needs of pupils ELG: Have a deep understanding of number to 10 , including the composition of each number. | OMS: Halving up to half of 10 <br> ELG: Explore and represent patterns within numbers up to 10 , including evens and odds, double facts and how quantities can be distributed equally. <br> Consolidation week <br> Recap skills taught this year that children need to embed further. <br> One day a week recapping numbers to ten <br> Differentiate to needs of pupils <br> ELG: Have a deep understanding of number to 10 , including the composition of each number. | OMS: Odd and Even numbers to 10 ELG: Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. Consolidation week <br> Recap skills taught this year that children need to embed further. <br> One day a week recapping numbers to ten Differentiate to needs of pupils ELG: Have a deep understanding of number to 10 , including the composition of each number. |

