



BARNARD GROVE PRIMARY SCHOOL



Medium Term plan for Reception 2023-2024

Autumn			
Topic	Suggested teaching weeks	White Rose Small Steps	Link to Curriculum
Getting to know you	2 weeks		
Match, sort & compare	2 weeks	<p>Step 1 Match objects</p> <p>Step 2 Match pictures and objects</p> <p>Step 3 Identify a set</p> <p>Step 4 Sort objects to a type</p> <p>Step 5 Explore sorting techniques</p> <p>Step 6 Create sorting rules</p> <p>Step 7 Compare amounts</p>	<ul style="list-style-type: none"> • Birth to 5 Matters – Range 6 – Spots patterns in the environment, beginning to identify the pattern “rule” • Development Matters – Reception – Compare numbers. • Birth to 5 Matters – Range 5 – Compares two small groups of up to five objects, saying when there are the same number of objects in each group.
Talk about measure & patterns	2 weeks	<p>Step 1 Compare size</p> <p>Step 2 Compare mass</p> <p>Step 3 Compare capacity</p> <p>Step 4 Explore simple patterns</p> <p>Step 5 Copy and continue simple patterns</p> <p>Step 6 Create simple patterns</p>	<ul style="list-style-type: none"> • Development Matters – 3 and 4-year-olds – Make comparisons between objects relating to size, length, weight and capacity. • Birth to 5 Matters – Range 4 – Explores differences in size, length, weight and capacity. • Birth to 5 Matters – Range 5 – In meaningful contexts, finds the longer or shorter, heavier or lighter and more/ less full of two items. • Development Matters – 3 and 4-year-olds – Talk about and identify the patterns around them. • Birth to 5 Matters – Range 5 – Explores and adds to simple linear patterns of two or three repeating items. • Development Matters – Reception – Continue, copy and create repeating patterns. • Birth to 5 Matters – Range 5 Explores and adds to simple linear patterns of two or three repeating items. Joins in with simple patterns in sounds, objects, games and stories, dance and movement, predicting what comes next. • Development Matters – Reception – Continue, copy and create repeating patterns.



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			<ul style="list-style-type: none"> • Birth to 5 Matters – Range 5 – Creates their own spatial patterns showing some organisation or regularity.
It's me 1, 2, 3	2 weeks	<p>Step 1 Find 1, 2 and 3</p> <p>Step 2 Subitise 1, 2 and 3</p> <p>Step 3 Represent 1, 2 and 3</p> <p>Step 4 1 more</p> <p>Step 5 1 less</p> <p>Step 6 Composition of 1, 2 and 3</p>	<ul style="list-style-type: none"> • Development Matters – Reception – Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value. • Birth to 5 Matters – Range 5 – Links numerals with amounts up to 5 and maybe beyond. • Development Matters – Reception – Subitise • Birth to 5 Matters – Range 5 – Subitises one, two and three objects (without counting) • Development Matters – Reception – Understand the 'one more than/one less than' relationship between consecutive numbers. • Birth to 5 Matters – Range 5 – Beginning to recognise that each counting number is one more than the one before. • Birth to 5 Matters – Range 5 – Positive relationships – Emphasise the one more, one less pattern in rhymes and traditional tales, asking children to predict the next number. • Development Matters – Reception – Explore the composition of numbers to 10 • Birth to 5 Matters – Range 5 – Separates a group of three or four objects in different ways, beginning to recognise that the total is the same.
Circles & Triangles	1 week	<p>Step 1 Identify and name circles and triangles</p> <p>Step 2 Compare circles and triangles</p> <p>Step 3 Shapes in the environment</p> <p>Step 4 Describe position</p>	<ul style="list-style-type: none"> • Development Matters – 3 and 4-year-olds – Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language. • Birth to 5 Matters – Range 6 – Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes. • Development Matters – 3 and 4-year-olds Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. • Birth to 5 Matters – Range 5 – Responds to and uses language of position and direction.
1, 2, 3, 4, 5	2 weeks	<p>Step 1 Find 4 and 5</p>	<ul style="list-style-type: none"> • Development Matters – Reception – Link the number symbol (numeral) with its cardinal number value.



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		<p>Step 2 Subitise 4 and 5</p> <p>Step 3 Represent 4 and 5</p> <p>Step 4 1 more</p> <p>Step 5 1 less</p> <p>Step 6 Composition of 4 and 5</p> <p>Step 7 Composition of 1 - 5</p>	<ul style="list-style-type: none">• Birth to 5 Matters – Range 5 – Points or touches (tags) each item, saying one number for each item, using the stable order of 1, 2, 3, 4, 5.• Development Matters – Reception – Subitise.• Birth to 5 Matters – Range 6 – Engages in subitising numbers to four and maybe five.• Development Matters – Reception – Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value.• Birth to 5 Matters – Range 5 – Links numerals with amounts up to 5 and maybe beyond.• Development Matters – Reception – Understand the ‘one more than/one less than’ relationship between consecutive numbers.• Birth to 5 Matters – Range 5 – Beginning to recognise that each counting number is one more than the one before.• Birth to 5 Matters – Range 5 – Positive relationships – Emphasise the one more, one less pattern in rhymes and traditional tales, asking children to predict the next number.• Development Matters – Reception – Explore the composition of numbers to 10.• Birth to 5 Matters – Range 6 – Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects
Shapes with 4 sides	1 week	<p>Step 1 Identify and name shapes with 4 sides</p> <p>Step 2 Combine shapes with 4 sides</p> <p>Step 3 Shapes in the environment</p> <p>Step 4 My day and night</p>	<ul style="list-style-type: none">• Development Matters – 3 and 4-year-olds – Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language.• Birth to 5 Matters – Range 6 – Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes.• Development Matters – Reception – Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.• Birth to 5 Matters – Range 5 – Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes.



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			<ul style="list-style-type: none">• Development Matters – Reception – 3 and 4-year-olds – Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language.• Birth to 5 Matters – Range 5 – Shows awareness of shape similarities and differences between objects.• Development Matters – 3 and 4-year-olds – Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’• Birth to 5 Matters – Range 6 – Is increasingly able to order and sequence events using everyday language related to time.
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Spring			
Topic	Suggested teaching weeks	White Rose Small Steps	Link to National Curriculum
Alive in 5	2 weeks	Step 1 Introduce zero Step 2 Find 0 to 5 Step 3 Subitise 0 to 5 Step 4 Represent 0 to 5 Step 5 1 more Step 6 1 less Step 7 Composition Step 8 Conceptual subitising to 5	
Mass & Capacity	1 weeks	Step 1 Compare mass Step 2 Find a balance Step 3 Explore capacity Step 4 Compare capacity	
Growing 6, 7, 8	2 weeks	Step 1 Find 6, 7 and 8 Step 2 Represent 6, 7 and 8 Step 3 1 more Step 4 1 less Step 5 Composition of 6, 7 and 8 Step 6 Make pairs-odd and even Step 7 Double to 8 (find a double) Step 8 Double to 8 (make a double) Step 9 Combine 2 groups	



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Medium Term plan for Reception 2023-2024



		Step 10 Conceptual subitising	
Measurement Length, Height & Time	2 weeks	Step 1 Explore length Step 2 Compare length Step 3 Explore height Step 4 Compare height Step 5 Talk about time Step 6 Order and sequence time	
Building 9 and 10	3 weeks	Step 1 Find 9 and 10 Step 2 Compare numbers to 10 Step 3 Represent 9 and 10 Step 4 Conceptual subitising to 10 Step 5 1 more Step 6 1 less Step 7 Composition to 10 Step 8 Bonds to 10 (2 parts) Step 9 Make arrangements of 10 Step 10 Bonds to 10 (3 parts) Step 11 Doubles to 10 (find a double) Step 12 Doubles to 10 (make a double) Step 13 Explore even and odd	
Explore 3-D shapes		Step 1 Recognise and name 3-D shapes	



BARNARD GROVE PRIMARY SCHOOL
Medium Term plan for Reception 2023-2024



		<p>Step 2 Find 2-D shapes within 3-D shapes</p> <p>Step 3 Use 3-D shapes for tasks</p> <p>Step 4 3-D shapes in the environment</p> <p>Step 5 Identify more complex patterns</p> <p>Step 6 Copy and continue patterns</p> <p>Step 7 Patterns in the environment</p>	
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BARNARD GROVE PRIMARY SCHOOL
Medium Term plan for Reception 2023-2024



Summer			
Topic	Suggested teaching weeks	White Rose Small Steps	Link to National Curriculum
To 20 and beyond	2 weeks	Step 1 Build numbers beyond 10 (10 - 13) Step 2 Continue patterns beyond 10 (10-13) Step 3 Build numbers beyond 10 (14-20) Step 4 Continue patterns beyond 10 (14-20) Step 5 Verbal counting beyond 20 Step 6 Verbal counting patterns	
How many now?	1 week	Step 1 Add more Step 2 How many did I add? Step 3 Take away Step 4 How many did I take away?	
Manipulate, compose & decompose	2 weeks	Step 1 Select shapes for a purpose Step 2 Rotate shapes Step 3 Manipulate shapes Step 4 Explain shape arrangements Step 5 Compose shapes Step 6 Decompose shapes Step 7 Copy 2-D shape pictures	



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Medium Term plan for Reception 2023-2024



		Step 8 Find 2-D shapes within 3-D shapes	
Sharing & Grouping	2 weeks	Step 1 Explore sharing Step 2 Sharing Step 3 Explore grouping Step 4 Grouping Step 5 Even and odd sharing Step 6 Play with and build doubles	
Visualise, build & map	3 weeks	Step 1 Identify units of repeating patterns Step 2 Create own pattern rules Step 3 Explore own pattern rules Step 4 Replicate and build scenes and constructions Step 5 Visualise from different positions Step 6 Describe positions Step 7 Give instructions to build Step 8 Explore mapping Step 9 Represent maps with models Step 10 Create own maps from familiar places Step 11 Create own maps and plans from story situations	



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Make connections	1 week	Step 1 Deepen understanding Step 2 Patterns and relationships	
Consolidation	1 week		