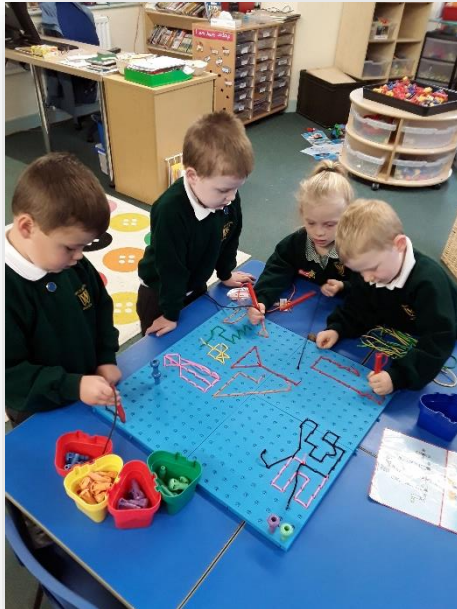




## West Ashton C of E Primary School : Reception

### Long Term Planning for Maths Area



Long Term Plans celebrate the learning opportunities that we offer children on a continuous basis. They form the foundation for the daily learning opportunities of our Early Years Foundation Stage curriculum. We observe children in order to understand and consider their current interests, development and learning. We then respond by adding additional enhanced provision and focussed experiences, to enrich the learning experiences on offer for children.



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Key learning opportunities offered in this area of provision The characteristics of effective learning and EYFS aspects of learning and development	
<p><b>Playing and Exploring:</b> demonstrate curiosity, interest, enjoyment and enthusiasm as they play and experiment with what they know.</p> <p><b>Active Learning:</b> being involved and concentrating, persevering and taking pride in achieving what they set out to do.</p> <p><b>Creating and Thinking Critically:</b> having their own ideas, making links and choosing ways to do things, planning, thinking ahead and using their own methods to solve problems.</p> <p><b>Prime Areas:</b> Personal, Social and Emotional Development, Physical Development, Communication and Language</p> <p><b>Specific Areas:</b> Literacy, Mathematics, Understanding the World, Expressive Arts an Design</p> <p><b>Key aspects promoted:</b> Mathematics : number</p> <p>,</p>	
Learning experiences. Some of the things that children may do...	Adult response to support children's learning...



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#### **PSED:**

Persist with new challenges, showing engagement and involvement

Show a positive attitude to solving problems

#### **Communication and Language:**

Children will enhance their vocabulary through play-based activities as they observe shape, size, space, position and quantity; for example, children will find objects from positional/ directional clues and will discuss which shapes should be chosen as they collaborate on constructions.

Learn number rhymes and extend number language such as more, less, altogether, the same, equals, greater, smaller. Have hands on experience of sorting, classifying, counting and ordering a range of objects and use appropriate descriptive language.

#### **Mathematics:**

Learn and enjoy number rhymes using props, books, objects and rhythmic activities.

Children will look at high quality books involving number concepts to develop their understanding.

Children's willingness and interest in counting, classifying, sorting and problem solving will develop through play-based activities and during practical activities.

Children will develop clear counting skills and will learn to count in correct sequence to 20 in 1's, 2's 5's and 10's.

Observe what the children are doing and interact sensitively.

Provide resources that are attractive and easily accessible for children, linked to direct teaching to support children in applying new skills in play.

Follow children's interests by providing appropriate books, rhymes and interactive displays.

Enhance all provision areas including outdoors by providing numerical challenges and books, which support their developing knowledge and understanding.

Model and support the children with counting, classifying, sorting and problem solving together based on direct teaching and learning and children's interests.

Ask questions to engage their involvement "How many are there altogether? How many are there now?"

Notice number, shape, space and measure opportunities in books and encourage children to join in, though offering sensitive comments and questions.

Model strategies.

Encourage the use of attractive interactive displays and props to generate enthusiasm and enjoyment of number rhymes.

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Respond to children's questions and interests.



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<p>Children will use some number names in play and through accurate assessment and support will develop accuracy and confidence.</p> <p>Children will match, sort, make arrangements/ patterns of objects; make comments and explore problems and devise solutions.</p> <p>Children will become familiar with numerical representations through number lines and practical resources, which engage their interests.</p> <p>Children will sort objects by one function for example colours, size, function; for example, sorting out compare bears onto cards into colour groups.</p> <p>Begin to classify and arrange objects</p> <p>Begin to make comparisons between quantities</p> <p>Understand that quantities can change by adding or taking objects away e.g. when they take a piece of apple</p> <p>Compare groups of objects e.g. put 2 plates out in the home corner for 2 people</p> <p>Show an interest in number problems e.g. sorting out how many chairs to put on the role play bus so that everyone has a seat</p> <p>Separate a group of objects in different ways and begin to recognise the total remains the same, e.g. when singing number rhymes</p> <p>Find the total number of two groups by counting all of them e.g. knowing that they can count the pieces of apples and orange to find out how many pieces of fruit altogether</p>	<p>Explain the importance of developing early number concepts through everyday play and practical activities to parents through informal contact, meetings and written information.</p> <p>Teach children how to care for resources and look after the number area.</p> <p>Provide an interesting range of objects for children to explore, arrange and classify</p> <p>Talk with children about everyday problems e.g. how to take a lid off a box; how to check that everyone has a cup.</p> <p>Maximise opportunities for calculation during tidying and collecting resources e.g. finding 'one more'; checking how many more objects need to be found to make 4.</p> <p>Provide and play games relating to number order, addition and subtraction e.g. hopscotch, bean bags in hoops, etc.</p> <p>Use props to maximise opportunities for number order, addition and subtraction when singing number rhymes</p> <p>Use mathematical language and model problem solving during everyday activities e.g. mealtimes, snack, within areas of provision</p> <p>Show an interest in how children work things out and record these in observations.</p> <p>Provide opportunities for ordering numbers in practical contexts</p> <p>Have regular planned mathematics input during group times, number chanting, group singing, songs using props, activities that involve using whole body- such as counting out a given number of body movements</p>
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Understand 'one more' and what happens to a group when one more object is added  
Begin to count in 2s e.g. when counting pairs of socks  
Begin to represent numerals by writing numbers or symbolic representations, such as series of dots or stripes.  
Weigh, measure items and time using a range of resources.  
Experiment and create patterns with 2D and 3D shapes.

Have regularly planned focus experiences, to review where children's learning is and to move them onwards.