



Carnforth Community **Primary School**

Reception Mathematics **Planning**

Summer Term





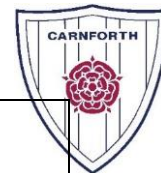


Week 1 Big Idea – Counting, Comparing and Ordering

Lesson	LAPS – Learning Objective	Related Learning
1	<p>Rote count on and back from one number to another within 20, starting and stopping at the correct place.</p> <p>Rote count beyond 20 recognising the pattern of the ones digits</p>	<p>Rote count back from one number to another within 10, starting and stopping at the correct place.</p> <p>Join in with rote counting back from 20 to a number other than 0</p> <p>Join in with counting beyond 20</p>
2	<p>Say the number between two given numbers within 20 e.g. what number is between 12 and 14?</p>	<p>Recognise and identify numerals 0-20</p> <p>Write numerals to 20</p> <p>Find the numeral between two given numerals e.g. 13 and 11</p>
3	<p>Say a number between two given numbers within 10 e.g. tell me a number between 4 and 8.</p>	<p>Find a numeral between two given numerals e.g. 11 and 17</p>
4	<p>Count up to 20 pictures without marking using a strategy such as starting at one side, ensuring that all pictures are included and that none have been counted more than once.</p> <p>State without counting (subitise) quantities within 5 (<i>because some amounts may not need to be counted</i>)</p> <p>Make a sensible guess of quantities within 10</p>	<p>Recognise and identify numerals 0-20 Select the numeral that that represents a set of objects.</p> <p>Write numerals to 20</p> <p>Recognise repeating patterns in the counting sequence i.e. 6, 7, 8, 9 and 16, 17, 18, 19</p>
5	<p>Order three or more sets of objects</p> <p>Order numerals 0-20</p> <p>Order a random set of numerals within the range 0-20</p>	<p>Recognise and identify numerals 0-20 Select the numeral that that represents a set of objects.</p> <p>Write numerals to 20</p>

Week 2 Big Idea – Understanding Part – Whole, Addition and Subtraction

Lesson	LAPS – Learning Objective	Related Learning
1	<p>Identify one more and one less than a given number.</p> <p>Identify two more and two less than a given number.</p>	
2	<p>Understand that 'teen' numbers (11-19) are a group of 10 plus another number (by partitioning a set of objects into a ten and the ones using part – whole language)</p> <p>Understand that 20 is the same as two groups of 10</p> <p>Partition a set of objects in different ways using the terminology part – whole</p>	<p>Recognise and identify numerals 0-20 Select the numeral that that represents a set of objects.</p> <p>Write numerals to 20</p>
3	<p>Understand the concept of addition by practically combining sets of objects to find how many and use the terminology part – whole.</p> <p>Place each of two amounts on separate ten frames and explore how they can be combined to find the total.</p> <p>Combine two groups of objects (total within 5) recalling how many are there in total using addition facts</p> <p>Add two single digit numbers totalling greater than 10, using practical equipment.</p>	



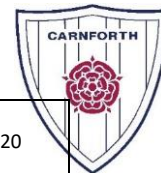
4	<p>Understand the concept of subtraction by practically removing one amount from within another to find how many are left and use the terminology part – whole.</p> <p>Remove a given amount from a greater set (with a whole up to 20) counting to identify how many are left.</p> <p>Subtract a single-digit number from a number up to 5 by removing a given amount from a greater set (with a whole of up to 5) recalling how many are left using subtraction facts</p> <p>Subtract a single-digit number from a number greater than 10 using practical equipment.</p>	
5	<p>In practical situations, recognise that when two parts are combined to make a whole, removing one of those parts leaves the other part, e.g. 3 blue pens (part) and 4 red pens (part) makes a group of 7 pens (whole) and when the 3 blue pens are taken away, the 4 red pens are left.</p> <p>Relate subtraction to addition in practical situations using the terminology part – whole.</p>	

Week 3 Big Idea – Fractions

Lesson	LAPS – Learning Objective	Related Learning
1	<p>In real life contexts, use practical equipment and equal sharing to find one half of an even amount of objects.</p> <p>Understand that halving is sharing (dividing) into two equal parts.</p>	<p>Understand that the terms halving and sharing between two relate to splitting into two equal parts.</p> <p>Understand and use the terminology part – whole.</p>
2	<p>In real life contexts, use practical equipment to share an amount into equal parts.</p> <p>Understand that sharing is splitting (dividing) an amount into equal parts.</p>	<p>Understand and use the terminology part and whole.</p>
3	<p>Understand that doubling is adding the same number to itself (in practical contexts)</p>	
4	<p>Solve practical problems that involve doubling, halving and sharing.</p>	
5	<p>Explore and represent the patterns in odd and even numbers</p> <p>Understand that a number that can be shared into two equal whole number parts is called ‘even’</p> <p>Understand that a number that cannot be shared into two equal whole number parts is called ‘odd’</p>	

Week 4 Big Idea – Distance (length, height, width), Weight

Lesson	LAPS – Learning Objective	Related Learning
1	<p>Recap - Compare the lengths of two items using direct comparison and use the terms longer and shorter.</p> <p>Understand and use the language of comparison when ordering three objects of different lengths/widths/heights e.g. longest/shortest; widest/narrowest; tallest/shortest.</p>	<p>Understand that to compare the lengths of objects they need to be pointing in the same direction</p> <p>Understand that comparing the lengths of objects is easier if they line up at one end</p> <p>Recognise that the length of an item does not change when it is moved to another place</p> <p>Recognise that the length does not change when its orientation changes</p>
2	<p>Order a set of three items from longest to shortest (and vice versa) using direct comparison.</p> <p>Use uniform non-standard units (items of the exact same size) to measure length / width / height.</p>	<p>Order numerals 0-20</p> <p>Order a random set of numerals within the range 0-20</p> <p>Order three or more sets of objects.</p>



3	<p>Order a set of three items from longest to shortest (and vice versa) using direct comparison.</p> <p>Use uniform non-standard units (items of the exact same size) to measure length / width / height.</p>	<p>Order numerals 0-20</p> <p>Order a random set of numerals within the range 0-20</p> <p>Order three or more sets of objects.</p>
4	<p>Recap – Compare two objects of different weight e.g. heavier / lighter.</p> <p>Use uniform non-standard units (items of the exact same size) to measure weight.</p>	<p>Order numerals 0-20</p> <p>Order a random set of numerals within the range 0-20</p>
5	<p>Recap – Compare two objects of different weight e.g. heavier / lighter.</p> <p>Use uniform non-standard units (items of the exact same size) to measure weight.</p> <p>Understand the concept of conservation of weight.</p>	<p>Order numerals 0-20</p> <p>Order a random set of numerals within the range 0-20</p>

Week 5 Big Idea – Capacity/Volume and Money

Lesson	LAPS – Learning Objective	Related Learning
1	<p>Understand and use the language of comparison when ordering three of the same container holding different amounts e.g. most / least.</p> <p>Understand the concept of conservation of volume/capacity.</p>	
2	<p>Use uniform non-standard units (items of the exact same size) to measure capacity.</p> <p>Understand and use the language of comparison when ordering three of the same container holding different amounts e.g. most / least.</p>	<p>Order numerals 0-20</p> <p>Order a random set of numerals within the range 0-20</p> <p>Order three or more sets of objects.</p>

3	<p>Use uniform non-standard units (items of the exact same size) to measure capacity.</p> <p>Understand and use the language of comparison when ordering three of the same container holding different amounts e.g. most / least.</p>	<p>Order numerals 0-20</p> <p>Order a random set of numerals within the range 0-20</p> <p>Order three or more sets of objects.</p>
4	<p>Count up to 20 objects (1p coins) to match a given numeral.</p>	<p>Recognise and identify numerals 0-20 Select the numeral that that represents a set of objects.</p>
5	<p>Count up to 20 objects (1p coins) to match a given numeral.</p>	<p>Recognise and identify numerals 0-20 Select the numeral that that represents a set of objects.</p>

Week 6 Big Idea – Shape and Sorting

Lesson	LAPS – Learning Objective	Related Learning
1	<p>Find pairs of 2-D shapes that are the same despite being different sizes or in different orientations.</p> <p>Know that shapes can appear in different ways and be different sizes.</p> <p>Name common 2-D shapes (circle, triangle, square rectangle, oblong rectangle).</p>	<p>Understand and use the terms 'point(ed)' and 'vertex' to describe corners and understand that 'vertex' is the mathematical word for 'corner'.</p> <p>Talk about shapes using mathematical language (straight, curved, sides, flat).</p> <p>Use everyday language to talk about shapes in the environment.</p>
2	<p>Find pairs of 2-D shapes that are the same despite being different sizes or in different orientations.</p> <p>Know that shapes can appear in different ways and be different sizes.</p> <p>Name common 2-D shapes (circle, triangle, square rectangle, oblong rectangle).</p>	<p>Understand and use the terms 'point(ed)' and 'vertex' to describe corners and understand that 'vertex' is the mathematical word for 'corner'.</p> <p>Talk about shapes using mathematical language (straight, curved, sides, flat).</p> <p>Use everyday language to talk about shapes in the environment.</p>

3	<p>Find pairs of 3-D shapes that are the same despite being different sizes or in different orientations.</p> <p>Know that shapes can appear in different ways and be different sizes.</p> <p>Name common 3-D shapes (sphere, cube, cuboid).</p>	<p>Understand and use the terms 'point(ed)' and 'vertex' to describe corners and understand that 'vertex' is the mathematical word for 'corner'.</p> <p>Talk about shapes using mathematical language (straight, curved, sides, flat).</p> <p>Use everyday language to talk about shapes in the environment.</p>
4	<p>Find pairs of 3-D shapes that are the same despite being different sizes or in different orientations.</p> <p>Know that shapes can appear in different ways and be different sizes.</p> <p>Name common 3-D shapes (sphere, cube, cuboid).</p>	<p>Understand and use the terms 'point(ed)' and 'vertex' to describe corners and understand that 'vertex' is the mathematical word for 'corner'.</p> <p>Talk about shapes using mathematical language (straight, curved, sides, flat).</p> <p>Use everyday language to talk about shapes in the environment.</p>
5	<p>When given one criterion, identify the objects that match.</p> <p>When given one criterion, identify the shapes that match.</p> <p>Sort shapes according to their own criteria.</p>	<p>Understand and use the terms 'point(ed)' and 'vertex' to describe corners and understand that 'vertex' is the mathematical word for 'corner'.</p> <p>Talk about shapes using mathematical language (straight, curved, sides, flat).</p> <p>Use everyday language to talk about shapes in the environment.</p>

Week 7 Big Idea – Time

Lesson	LAPS – Learning Objective	Related Learning
1	<p>Talk about significant times of the day.</p> <p>Sequence two or three familiar events and describe the sequence.</p>	<p>Understand and use language – before, after, yesterday, today, tomorrow</p> <p>Use the word 'between', understanding that it refers to the middle, or second of three events</p>
2	<p>Know the names of the days of the week.</p> <p>Say the names of the days of the week in order.</p>	<p>Use the word 'between', understanding that it refers to the middle, or second of three events</p> <p>Understand and use the words 'before', 'after' and 'between' when describing the order of three events</p>

3	<p>Use the language of comparison when talking about time, e.g. longer/shorter; faster/slower.</p> <p>Understand that we can compare time durations using words such as 'longer' and 'shorter'.</p> <p>Use the word 'longer' to compare two events, understanding that it refers to the event which takes more time.</p> <p>Use the word 'shorter' to compare two events, understanding that it refers to the event which takes less time.</p>	
4	<p>Understand the word 'faster' can refer to an event that takes less time, e.g. Lily is faster at drinking her milk than eating her banana.</p> <p>Understand the word 'slower' can refer to an event that takes more time, e.g. Lily is slower at eating her banana than drinking her milk</p> <p>Use the language of comparison when talking about time, e.g. longer/shorter; faster/slower.</p>	<p>When comparing the duration of two actions, they can be compared in two ways: action A is slower than action B so action B is faster than action A.</p> <p><i>NB – this learning refers to children comparing the time taken for two different tasks.</i></p>
5	<p>Understand that we can compare speeds using words such as 'faster' and 'slower'.</p> <p>Use the word 'faster' to compare two speeds, e.g. The hare runs faster than the tortoise.</p> <p>Use the word 'slower' to compare two speeds, e.g. The tortoise runs slower than the hare.</p>	<p>When comparing the length of time two people have taken, they can be compared in two ways: person A is slower than person B so person B is faster than person A.</p> <p><i>NB – this learning refers to children comparing the time taken for two children to complete the same task.</i></p>

Week 8 Big Idea – Space

Lesson	LAPS – Learning Objective	Related Learning
1	<p>Understand and use the terms first, second, third, fourth, fifth etc. to describe position in a line.</p> <p>Understand and use the full range of ordinal numbers.</p> <p>Understand and use ordinal numbers when describing position.</p>	
2	<p>Create a repeating pattern from a given description, e.g. make me a pattern that is circle, square, circle, square...</p> <p>Identify and describe the part of a pattern being repeated, e.g. <i>It is always red, blue then red, blue again</i></p>	Understand and use ordinal numbers when describing position of objects within the pattern.
3	<p>Describe and recognise patterns made of objects, numbers and shapes.</p> <p>Create patterns made of objects, numbers and shapes.</p>	Understand and use ordinal numbers when describing position of objects within the pattern.
4	<p>Understand and use positional language in everyday situations.</p> <p>In everyday situations, understand and use the terms forwards and backwards.</p> <p>In everyday situations, understand and use the terms up, down and turn.</p>	
5	<p>Understand and use the language of movement/direction.</p> <p>In everyday situations, understand and use the terms forwards and backwards.</p> <p>In everyday situations, understand and use the terms up, down and turn.</p>	

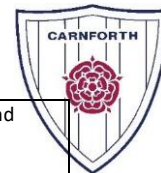
Week 9 Big Idea – Money and Sorting

Lesson	LAPS – Learning Objective	Related Learning
1	<p>Understand that money can be in the form of coins and notes.</p> <p>Understand that money can be paid in other ways such as a plastic card, mobile phone or using the internet.</p> <p>Talk about different ways we can pay for things.</p>	
2	<p>Understand that money can be in the form of coins and notes.</p>	<p>Identify coins and notes from a range of items</p> <p>When given one criterion, identify the objects that match Sort objects and say what features they have in common</p>

3	<p>Understand that money can be in the form of coins and notes.</p>	<p>Identify coins that have common properties</p> <p>When given one criterion, identify the objects that match Sort objects and say what features they have in common</p>
4	<p>Use 1p coins to pay for objects with prices up to 20p.</p>	<p>Recognise and identify numerals 0-20 Select the numeral that that represents a set of objects.</p>
5	<p>Use 1p coins to pay for objects with prices up to 20p.</p>	<p>Recognise and identify numerals 0-20 Select the numeral that that represents a set of objects.</p>

Week 10 Big Idea – Number Sense

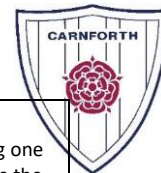
Lesson	LAPS – Learning Objective	Related Learning
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1	<p>Say the number between two given numbers within 20 e.g. what number is between 12 and 14?</p> <p>Say a number between two given numbers within 10 e.g. tell me a number between 4 and 8</p> <p>Recognise repeating patterns in the counting sequence i.e. 6, 7, 8, 9 and 16, 17, 18, 19 and 26, 27, 28, 29 etc.</p>	<p>Rote count from one number to another within 20, starting and stopping at the correct place</p> <p>Join in with rote counting from 20 to 0</p> <p>Rote count back from 20 to 0</p> <p>Join in with rote counting back from 20 to a number other than 0</p> <p>Rote count back from one number to another within 20, starting and stopping at the correct place Know what number comes before or after a given number</p>
2	<p>Find the numeral between two given numerals, e.g. 13 and 11</p> <p>Find a numeral between two given numerals, e.g. 11 and 17</p> <p>Recognise repeating patterns in the counting sequence i.e. 6, 7, 8, 9 and 16, 17, 18, 19 and 26, 27, 28, 29 etc.</p>	<p>Rote count from one number to another within 20, starting and stopping at the correct place</p> <p>Join in with rote counting from 20 to 0</p> <p>Rote count back from 20 to 0</p> <p>Join in with rote counting back from 20 to a number other than 0</p> <p>Rote count back from one number to another within 20, starting and stopping at the correct place Know what number comes before or after a given number</p>
3	<p>Count up to 20 pictures without marking, ensuring that all pictures are included and that none have been counted more than once, using a strategy such as starting at one side.</p>	<p>State without counting (subitise) quantities within 5</p> <p>Make a sensible guess of quantities within 10</p> <p>Write numerals 11 to 20 for a given purpose</p> <p>Write numerals 0 to 20</p>
4	<p>Understand that 'teen' numbers are a group of 10 plus another number.</p> <p>Understand 20 is the same as two groups of 10.</p> <p>Partition a set of objects in different ways using the terminology part – whole.</p>	<p>Label the amounts from a selection within 0 to 20, e.g. 16, 6 and 14</p> <p>Select the numeral that represents a set of objects</p>
5	<p>Order three or more sets of objects.</p>	<p>Label the amounts from a selection within 0 to 20, e.g. 16, 6 and 14</p> <p>Select the numeral that represents a set of objects</p>

Week 11 Big Idea – Addition and Subtraction

Lesson	LAPS – Learning Objective	Related Learning
1	<p>Understand the concept of addition by practically combining sets of objects to find how many and use the terminology part – whole.</p> <p>Identify one more than a given number.</p> <p>Identify two more than a given number.</p>	<p>Select the numeral that represents a set of objects</p> <p>Write numerals 11 to 20 for a given purpose</p> <p>Write numerals 0 to 20</p>
2	<p>Understand the concept of addition by practically combining sets of objects to find how many and use the terminology part – whole.</p> <p>Combine two groups of objects (total within 5) recalling how many are there in total using addition facts</p> <p>Add two single-digit numbers totalling greater than 10, using practical equipment.</p> <p>Place each of two amounts on separate ten frames and explore how they can be combined to find the total.</p>	<p>Select the numeral that represents a set of objects</p> <p>Write numerals 11 to 20 for a given purpose</p> <p>Write numerals 0 to 20</p>
3	<p>Understand the concept of addition by practically combining sets of objects to find how many and use the terminology part – whole.</p> <p>Add two single-digit numbers totalling greater than 10, using practical equipment.</p> <p>Place each of two amounts on separate ten frames and explore how they can be combined to find the total.</p>	<p>Select the numeral that represents a set of objects</p> <p>Write numerals 11 to 20 for a given purpose</p> <p>Write numerals 0 to 20</p>



4	<p>In practical situations, recognise that when two parts are combined to make a whole, removing one of those parts leaves the other part, e.g. 3 blue pens (part) and 4 red pens (part) makes a group of 7 pens (whole) and when the 3 blue pens are taken away, the 4 red pens are left.</p> <p>Relate subtraction to addition in practical situations using the terminology part – whole.</p>	<p>Understand the concept of subtraction by practically removing one amount from within another to find how many are left and use the terminology part – whole</p> <p>Select the numeral that represents a set of objects</p> <p>Write numerals 11 to 20 for a given purpose</p> <p>Write numerals 0 to 20</p>
5	<p>In practical situations, recognise that when two parts are combined to make a whole, removing one of those parts leaves the other part, e.g. 3 blue pens (part) and 4 red pens (part) makes a group of 7 pens (whole) and when the 3 blue pens are taken away, the 4 red pens are left.</p> <p>Relate subtraction to addition in practical situations using the terminology part – whole.</p>	<p>Understand the concept of subtraction by practically removing one amount from within another to find how many are left and use the terminology part – whole</p> <p>Select the numeral that represents a set of objects</p> <p>Write numerals 11 to 20 for a given purpose</p> <p>Write numerals 0 to 20</p>

Week 12 Big Idea – Addition and Subtraction

Lesson	LAPS – Learning Objective	Related Learning
1	<p>Understand the concept of subtraction by practically removing one amount from within another to find how many are left and use the terminology part – whole.</p> <p>Identify one less than a given number.</p> <p>Identify two less than a given number.</p>	<p>Select the numeral that represents a set of objects</p> <p>Write numerals 11 to 20 for a given purpose</p> <p>Write numerals 0 to 20</p>
2	<p>Understand the concept of subtraction by practically removing one amount from within another to find how many are left and use the terminology part – whole.</p>	<p>Select the numeral that represents a set of objects</p> <p>Write numerals 11 to 20 for a given purpose</p> <p>Write numerals 0 to 20</p>
3	<p>Understand the concept of subtraction by practically removing one amount from within another to find how many are left and use the terminology part – whole.</p> <p>Remove a given amount from a greater set when shown on ten frames (with a whole of up to 20) counting or subitising to identify how many are left.</p> <p>Subtract a single-digit number from a number up to 5 by removing a given amount from a greater set (with a whole of up to 5) recalling how many are left using subtraction facts</p> <p>Subtract a single-digit number from a number greater than 10 using practical equipment.</p>	<p>Select the numeral that represents a set of objects</p> <p>Write numerals 11 to 20 for a given purpose</p> <p>Write numerals 0 to 20</p>
4	<p>Understand the concept of subtraction by practically removing one amount from within another to find how many are left and use the terminology part – whole.</p> <p>Remove a given amount from a greater set when shown on ten frames (with a whole of up to 20) counting or subitising to identify how many are left.</p> <p>Subtract a single-digit number from a number greater than 10 using practical equipment.</p>	<p>Select the numeral that represents a set of objects</p> <p>Write numerals 11 to 20 for a given purpose</p> <p>Write numerals 0 to 20</p>
5	<p>In practical situations, recognise that when two parts are combined to make a whole, removing one of those parts leaves the other part, e.g. 3 blue pens (part) and 4 red pens (part) makes a group of 7 pens (whole) and when the 3 blue pens are taken away, the 4 red pens are left.</p> <p>Relate subtraction to addition in practical situations using the terminology part – whole.</p>	<p>Understand the concept of subtraction by practically removing one amount from within another to find how many are left and use the terminology part – whole</p> <p>Select the numeral that represents a set of objects</p> <p>Write numerals 11 to 20 for a given purpose</p> <p>Write numerals 0 to 20</p>