

Heptonstall School Reception Medium Term Plan



Autumn 1: If You Go Down to the Woods Today...

Maths: White Rose Maths (settling in week One)

	Lesson One	Lesson Two	Lesson Three	Lesson Four
Week Two	Unit: Match, Sort, Compare Step 1 – Match Objects Key Knowledge: Objects can be matched when they are the same. We can look carefully at the features of objects to decide whether they match. Outcome: Children can find and match identical objects and explain what is the same. Vocabulary: match, same, different, pair, object	Unit: Match, Sort, Compare Step 2 – Match Pictures and Objects Key Knowledge: A real object can be represented by a picture or photograph. We can look at features to match an object to its picture. Outcome: Children can match objects to pictures and pictures to pictures. Vocabulary: match, picture, photograph, object, same, different	Unit: Match, Sort, Compare Step 3 – Identify a Set Key Knowledge: A set is a collection of objects that have something in common. Objects can belong or not belong to a set. Outcome: Children can identify objects that belong together in a set and begin to explain why. Vocabulary: set, group, collection, belong, same, different	Unit: Match, Sort, Compare Step 4 – Sort Objects to a Type Key Knowledge: Objects can be sorted into sets according to an attribute such as colour, size, shape or type. Sorting helps us notice similarities and differences. Outcome: Children can sort a collection of objects according to one attribute and explain how they have sorted them. Vocabulary: sort, set, group, type, attribute, colour, size, shape, same, different
Week Three	Unit: Match, Sort, Compare Step 5 – Explore Sorting Techniques Key Knowledge: The same collection of objects can be sorted in different ways. Objects may have more than one attribute that can be used for sorting. Outcome: Children can sort the same collection in different ways and describe how they have sorted it. Vocabulary: sort, attribute, colour, size, shape, texture, same, different	Unit: Match, Sort, Compare Step 6 – Create Sorting Rules Key Knowledge: A sorting rule tells us why objects belong in a particular set. We can identify a rule by finding what the objects have in common. Outcome: Children can create and identify a simple sorting rule and spot an object that does not belong. Vocabulary: rule, sorting rule, set, sort, belong, attribute, odd one out	Unit: Match, Sort, Compare Step 7 – Compare Amounts Key Knowledge: Sets can be compared by their amounts. One set may have more, fewer or the same amount as another set. Outcome: Children can compare two sets and use appropriate language to describe their amounts. Vocabulary: compare, amount, more, fewer, same, equal, set	Unit: Talk about Measure and Pattern Step 1 – Compare Size Key Knowledge: Objects can be compared and ordered by size. We can use more specific language to compare height and length, including tall, short, long and short. Outcome: Children can compare the size of objects and use appropriate language to describe which is bigger, smaller, taller, shorter or longer. Vocabulary: compare, size, big, little, large, small, bigger, smaller, tall, short, long, taller, shorter, longer

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Week Four	Unit: Talk about Measure and Pattern Step 2 – Compare Mass Key Knowledge: Objects can be compared and ordered by their mass. An object can be heavy or light, and balance scales can be used to compare two objects. The heavier object moves lower and the lighter object moves higher on a balance scale. Outcome: Children can compare the mass of two objects and identify which is heavier or lighter, including using a balance scale. Vocabulary: compare, mass, weight, heavy, light, heavier, lighter, balance, balance scale, same	Unit: Talk about Measure and Pattern Step 3 – Compare Capacity Key Knowledge: Capacity describes the maximum amount a container can hold. Containers can be compared according to whether they hold more or less, and can be described as full or empty. Outcome: Children can explore and compare the capacity of different containers and describe which holds more or less. Vocabulary: compare, capacity, container, full, empty, more, less, most, least, hold, same	Unit: Talk about Measure and Pattern Step 4 – Explore Simple Patterns Key Knowledge: A pattern contains a repeated unit. Patterns can be seen, heard or created through objects, colours, sounds, actions and movement. Outcome: Children can recognise and describe simple repeating patterns in different contexts, including visual, sound and action patterns. Vocabulary: pattern, repeat, repeated, unit, same, different, sound, action, visual, next	Unit: Talk about Measure and Pattern Step 5 – Copy and Continue Simple Patterns Key Knowledge: An AB pattern has two parts that repeat in the same order. A repeating pattern can be copied and continued by identifying its repeating structure. Children should experience patterns using objects and sounds. Outcome: Children can copy and continue a simple AB repeating pattern and identify what comes next. Vocabulary: pattern, repeat, repeating, AB pattern, copy, continue, next, sequence, unit
Week Five	Unit: Talk about Measure and Pattern Step 6 – Create Simple Patterns Key Knowledge: Children can use objects, shapes, colours, actions and sounds to create their own AB repeating patterns. Errors in a repeating pattern can be identified and corrected. Outcome: Children can independently create and describe a simple AB repeating pattern and begin to identify and correct mistakes in patterns. Vocabulary: create, pattern, repeat, repeating, AB pattern, continue, next, mistake, correct, fix, sequence	Unit: It's Me, 1, 2, 3 Step 1 – Find 1, 2 and 3 Key Knowledge: The number names one, two and three can be matched to numerals and quantities. When counting objects, each object is counted once, and the final number said tells us how many objects are in the set. Children can recognise 1, 2 and 3 in different arrangements and in their environment. Outcome: Children can recognise, find and match the numerals 1, 2 and 3 to quantities and different representations. Vocabulary: one, two, three, number, numeral, quantity, count, altogether, group, set, match, same, different	Unit: It's Me, 1, 2, 3 Step 2 – Subitise 1, 2 and 3 Key Knowledge: Subitising means instantly recognising how many objects are in a group without counting them. Children should recognise groups of 1, 2 and 3 in different arrangements rather than associating each number with only one visual pattern. Outcome: Children can subitise quantities of 1, 2 and 3 without counting and match these quantities to the correct numerals. Vocabulary: subitise, one, two, three, number, numeral, quantity, group, dots, arrangement, without counting, altogether	Unit: It's Me, 1, 2, 3 Step 3 – Represent 1, 2 and 3 Key Knowledge: Numbers 1, 2 and 3 can be represented in many different ways using objects, numerals, sounds, actions and movements. Counting and subitising can be used to check that a representation shows the correct quantity. Outcome: Children can independently represent 1, 2 and 3 in different ways and match their representations to the corresponding numerals. Vocabulary: represent, one, two, three, number, numeral, quantity, count, subitise, objects, sounds, actions, altogether

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Week Six	Unit: It's Me, 1, 2, 3 Step 4 – 1 More Key Knowledge: When 1 more is added, the amount increases. As we count forwards, each number is 1 more than the number before it. The counting numbers always remain in the same order, known as the stable order principle. Outcome: Children can find 1 more than a quantity within 1, 2 and 3 and recognise that adding 1 makes the amount increase. Vocabulary: one more, add, more, increase, number, amount, count, after, next, altogether, before, pattern	Unit: It's Me, 1, 2, 3 Step 5 – 1 Less Key Knowledge: When finding 1 less, one is taken away and the amount decreases. When counting backwards, each number is 1 less than the number before. The order of the counting numbers remains unchanged. Outcome: Children can find 1 less than a quantity within 1, 2 and 3 and recognise that taking 1 away makes the amount decrease. Vocabulary: one less, less, take away, decrease, number, amount, count back, before, after, altogether, pattern	Unit: It's Me, 1, 2, 3 Step 6 – Composition of 1, 2 and 3 Key Knowledge: Numbers are made up of smaller numbers, called parts. A whole number can be partitioned into different parts while the total remains the same. For example, 3 can be composed of 2 and 1, or 1 and 1 and 1. Outcome: Children can explore and describe how 1, 2 and 3 are composed of smaller numbers and recognise different ways of making the same whole. Vocabulary: composition, whole, part, number, one, two, three, make, made up of, altogether, same, different, partition, total	Unit: Circles and Triangles Step 1 – Identify and name circles and triangles Key Knowledge: Children learn to recognise and name circles and triangles and describe their properties using mathematical language. A triangle is a flat shape with three straight sides and three corners. A circle is a flat shape that is perfectly round. Children should encounter the shapes in different sizes and orientations and begin to use words such as sides, straight, corners and round. Outcome: Children can identify and name circles and triangles and explain how they know which shape they have found by describing its properties. Vocabulary: circle, triangle, shape, flat, side, straight, corner, round, same, different, sort, group
Week Seven	Unit: Circles and Triangles Step 2 – Compare circles and triangles Key Knowledge: Children use the properties of circles and triangles to compare and sort shapes. They learn that a shape remains a circle or triangle even when its size or orientation changes. Children also explore different types of triangles and distinguish true circles and triangles from 'almost' shapes, explaining why an object does or does not meet the properties of the shape. Outcome: Children can compare circles and triangles by their properties, size and orientation, and explain similarities and differences between shapes. Vocabulary: circle, triangle, compare, same, different, size, large, small, bigger, smaller, sides, corners, straight, round, orientation, sort, almost	Unit: Circles and Triangles Step 3 – Shapes in the environment Key Knowledge: Circles and triangles can be found in the classroom, outdoors, at home and in the local environment. Children use their knowledge of shape properties to recognise them on the surfaces of everyday objects. They should describe and compare what they find and recognise that some real-world objects may only be 'almost' circles or triangles. Outcome: Children can identify circles and triangles in their environment and explain how they know whether something is or is not a circle or triangle. Vocabulary: circle, triangle, shape, environment, find, notice, sides, straight, corners, round, large, small, same, different, almost, surface	Unit: Circles and Triangles Step 4 – Describe position Key Knowledge: Children learn to understand and use positional language to describe where objects are in relation to other objects. Key positional words include in, on, under, over, beside, between, in front of, around, through and behind. Stories, journeys, outdoor play and practical activities help children use this vocabulary meaningfully. Outcome: Children can follow instructions containing positional language and independently describe the position and movement of objects or themselves in relation to other objects. Vocabulary: position, in, on, under, over, beside, between, in front of, behind, around, through, next to, move, journey, direction, route	Consolidation/Assessments