



**What we are learning in Early Years Foundation Stage
Reception 2019 – 2020**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	All About Me Autumn season	Farm Animals & Exploring Natural Materials	People who help us & Healthy Living	Colour, light & sound Change Sinking/Floating/Hard /soft/Wet/Dry Melting/Freezing Spring season	Living things / Mini-beasts (include growth)	Journeys and transport
Additional learning	Learning also based around children's interests					
Proposed Trips		St James' Park	Walthamstow Market		In-school animal workshop – Mobile Zoo	Grow Wild
Literacy texts	We're Going on a Bear Hunt Little Red Riding Hood Bones You Choose Faces	Stickman Leafman Three Little Pigs Is that You Wolf? Gingerbread Man	Naughty Bus Postman Pat	Red Rockets and The Day the Crayons quit How to catch a star	Jack and the Beanstalk The Princess and the Pea The Enormous Turnip Charlie and Lola - I will never eat a Tomato	Handa's Surprise Anansi has eight skinny legs
Literacy genres	Shopping lists Cards Labels	Stories Letters Invitations Speech bubbles Post cards Story maps	Labels Captions Signs and posters Lists	Instructions Maps Labels and facts Poems Stories	Life cycles Recipes Instructions	Information booklets Fact files Posters Poems Recounts

<p>Maths Number</p>	<p>Recognises & counts numerals (1-5)</p> <ul style="list-style-type: none"> • Counts objects that can't be moved • Selects the correct numeral to represent 1 to 5 • Orders numbers 1-5 	<p>1:1 correspondence</p> <ul style="list-style-type: none"> • Counts an irregular arrangement of up to ten objects <p>Adding 1 more to 5</p> <ul style="list-style-type: none"> • Says the number that is one more than a given number (introduce symbol + and =) • Counts six from a larger group • Selects the correct numeral to represent 5 to 10 • Orders numbers 1-10 <p>Take away 1 from 5</p> <ul style="list-style-type: none"> • Says the number that is one less than a given number (introduce symbol - and =) 	<p>Recognises and counts numbers 11, 12, 13</p> <ul style="list-style-type: none"> • Counts objects to 10 & beginning to count beyond 10 • Finds one more / less to and from 10 • Estimates how many objects they can see and checks by counting all of them <p>Take away 1 from 5</p> <ul style="list-style-type: none"> • Finds one less from a group of up to 5 objects (introduce symbols – and =) 	<p>Recognising numerals and counts, recap; 11, 12, 13 and introduce 14 and 15</p> <p>Take away 1 from 10</p> <ul style="list-style-type: none"> • Orders numbers 10-15 • Adds two single-digit numbers 1-9 	<p>Recognising numerals and counts-recap; 11, 12, 13, 14, 15 & introduce 16, 17, 18, 19, 20</p> <ul style="list-style-type: none"> • Orders numerals 10-20 • Children can count reliably with numbers from 1-20, place them in order and say the number that is one more/less than a given number • They solve problems including doubling, halving & sharing 	<p>Children estimate a number of objects and checks quantities by counting up to 20</p> <p>They solve practical problems that involve combining groups of 2, 5, or 10 into equal groups.</p>
<ul style="list-style-type: none"> • Using quantities & objects they add and subtract two-single-digit numbers and count on and back to find the answer 						

	<p>Concept of number 1-5 <i>Exploring numerals 1-5 with Numicon (different ways to make 1-5) Numicon printing</i></p> <ul style="list-style-type: none"> • Finds the total number of items in two groups by counting all of them (1-5) 		<p>Concept of number 6-10 <i>Exploring numerals 6-10 with Numicon (different ways to make 6-10) Numicon printing</i></p> <ul style="list-style-type: none"> • Finds the total number of items in two groups by counting all of them (1-9) 		<p>Concept of number 11-20 <i>Exploring numerals 11-20 with Numicon (different ways to make 11-20) Numicon printing</i></p>	
	<p><i>Mastery-applying learned skills during independent learning</i></p> <ul style="list-style-type: none"> • <i>In practical activities & discussions, beginning to use the vocabulary involved in adding & subtracting</i> • <i>Records using marks that they can interpret and explain</i> • <i>Begins to identify own mathematical problems based on interests and fascinations</i> 		<p><i>Mastery-applying learned skills during independent learning</i></p> <ul style="list-style-type: none"> • <i>In practical activities & discussions, beginning to use the vocabulary involved in adding & subtracting</i> • <i>Records using marks that they can interpret and explain</i> • <i>Begins to identify own mathematical problems based on interests and fascinations</i> 		<p><i>Mastery-applying learned skills during independent learning</i></p> <ul style="list-style-type: none"> • <i>In practical activities & discussions, beginning to use the vocabulary involved in adding & subtracting</i> • <i>Records using marks that they can interpret and explain</i> • <i>Begins to identify own mathematical problems based on interests and fascinations</i> 	
<p>Maths Shape, space & measurer</p>	<p>2D shapes</p> <ul style="list-style-type: none"> • Beginning to use mathematic names & terms for 2D shapes (circle & triangle, sides, corners) <p>Prepositions</p> <ul style="list-style-type: none"> • Can describe their relative position such as 'behind' or 'next to' • Shows understanding of prepositions such as 'under', 'on top, 	<p>2D shapes</p> <ul style="list-style-type: none"> • Beginning to use mathematic names & terms for 2D shapes (circle & triangle, sides, corners, rectangle, sides, corners) • Use language of 'more' and 'fewer' to compare two sets of objects 	<p>2D shapes</p> <ul style="list-style-type: none"> • Beginning to use mathematic names & terms for 2D shapes (circle & triangle, sides, corners, rectangle, sides, corners, oval, pentagon, hexagon, diamond, sides, corners) <p>3D shapes</p> <ul style="list-style-type: none"> -sphere, pyramid, sides, corners, faces, 	<p>2D shapes</p> <ul style="list-style-type: none"> • Beginning to use mathematic names & terms for 2D shapes (circle & triangle, sides, corners, rectangle, sides, corners, oval, pentagon, hexagon, diamond, sides, corners) <p>3D shapes</p> <ul style="list-style-type: none"> -sphere, pyramid, cube, cylinder, cone, 	<p><i>Recap on all areas</i></p> <ul style="list-style-type: none"> • Children use everyday language to talk about size, weight, capacity, position, distance, time, money to compare quantities and objects and solve problems <p>Patterns for doubles</p> <ul style="list-style-type: none"> • They recognises, creates & describes patterns 	<ul style="list-style-type: none"> • Children estimate, measure, weigh and compare and order objects and talk about properties, position and time

	<p>behind. (CAL)</p> <p>Comparing size</p> <ul style="list-style-type: none"> • Begins to talk about the shapes of everyday objects (big/small, tall, short) 	<p>Comparing height</p> <ul style="list-style-type: none"> • Orders two/three items by length <p>Comparing weights</p> <ul style="list-style-type: none"> • Orders two/three items by weight (heavy, light) • Orders two/three items by length <p>Patterns</p> <ul style="list-style-type: none"> • Recognises, creates & describes patterns. 	<p>vertices</p> <p>Comparing capacity</p> <ul style="list-style-type: none"> • Orders two/three items by capacity (full, empty, half full/nearly full/nearly empty) 	<p>sides, corners, faces, vertices)</p> <p>Comparing distance</p> <p>-Near, far, close,</p> <ul style="list-style-type: none"> • Uses everyday language related to time • Sequences familiar events • Beginning to use everyday language related to money (pence, coin, pay, amount, value, change) 	<ul style="list-style-type: none"> • They explore characteristics of everyday objects and shapes and use mathematical language to describe them • Assessments 	
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