

Reception, Spring Term 2

Wk	Strands	Weekly Summary
16	NPV Number and place value	This week children compare and order numbers to 20. We check that children can match a numeral to 20 with the same number of objects in a set. Children estimate numbers of objects and images and begin to understand that teen numbers are ten plus some more.
17	MEA Measurement	This week the children will familiarise themselves with coins and our money. They will begin to learn the value of coins and to compare and order them according to value. They will learn their names and begin to play with money in a shop / bank / post office context.
18	NPV Number and place value MAS Mental addition and subtraction	This week children will rehearse comparing numbers to 10 and 20 and identifying the largest and smallest set. They will relate this to the numerals. They will also rehearse ordering numbers to 10 and 20 using the pegged number line. They will identify the larger and the smaller of two numbers using position on the line as a guide. Then they move onto using a 1-20 number track to say the next number and the number before any number. They will relate this to one more and one less. They begin to write addition and subtraction sentences to match one more/less.
19	GPD Geometry: position and direction MEA Measurement	This week children are revisiting the days of the week, reciting the names and ordering them and will use language related to time such as 'yesterday', 'today' and 'tomorrow'. They will begin to recognise o'clock times on analogue and digital clocks and match these to key events in their daily routine and in stories. Children will also use the language of position and direction, including 'left' and 'right' in the context of games.
20	MAS Mental addition and subtraction	This week is all about partitioning numbers and finding pairs of numbers that total the number. The children begin to learn their bonds to 5, 6, 7, 8 and 10. They also start matching sets of objects to addition sentences and begin to see that addition is commutative, i.e. $5 + 3$ is the same as $3 + 5$. Children are also introduced to the subtraction sign, using knowledge of bonds (if appropriate for your class).