

Reception, Autumn Term 1

Wk Strands

Weekly Summary

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| 1 | NPV Number and place value | This week is all about counting – chanting numbers in order up to 10 and then 20, counting items into a set, counting items taken from a larger set, matching a number of items to a numeral, matching written and spoken numerals and being able to count accurately using one-to-one correspondence. Children should also understand conservation of number and be able to count along a number track 1–6. |
| 2 | PRA Problem solving, reasoning and algebra | This week’s learning is all about patterns. Children will copy, continue, describe and create patterns using colours, shapes, objects, sounds and actions. |
| 3 | NPV Number and place value | This is another week about counting; chanting numbers in order up to 20, counting 10 items into a set, counting up to 10 items taken from a larger set, matching how many to a numeral and matching written and spoken numerals. Children will learn to count accurately using one-to-one correspondence and come to understand conservation of number. They will subitise numbers to 6 and count along a 1–10 number track. |
| 4 | GPD Geometry: position and direction; MEA Measurement | This week children are learning about the days of the week, reciting the names and beginning to order them. They will use language related to time such as ‘yesterday’, ‘today’, ‘tomorrow’, ‘morning’, ‘afternoon’, ‘evening’ and ‘night’. They will see o’clock times in the context of their daily routine. Children will also be introduced to the language of position, playing hide and seek with a teddy bear using key vocabulary such as ‘in’, ‘on’, ‘over’, ‘under’, ‘beside’, ‘left’ and ‘right’. |
| 5 | NPV Number and place value; MAS Mental addition and subtraction | This week is all about introducing children to addition and subtraction. Children start the week by practising subitising numbers up to 6 using fingers and dots on a dice. They move on to find number pairs to 5 and then to 6, and are shown the addition number sentence that goes with each pair. They are introduced to simple subtractions using their number pairs, and learn to recognise that adding and subtracting are inverse operations. |