

Maths Curriculum plan 2025/2026:

	Reception	
Week beginning:	Learning intention:	Number
08/09/2025	Numbers 1-5	
15/09/2025	- Count objects, actions and sounds. - Subitise 1-5.	
22/09/2025	-Link the number symbol (numeral) with its cardinal number value (1-5)	
29/09/2025	-Understand the 'one more than/one less than' relationship between consecutive numbers (1-5)	
06/10/2025	Continue, copy and create repeating patterns. AB	pattern
13/10/2025	Talk about and explore 2D shapes using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. - recognise and name some -Compose and decompose flat shapes so that children recognise a shape can have other shapes within it, just as numbers can.	shape
20/10/2025		
27/10/2025		
03/11/2025	Count objects, actions and sounds. Consolidation of 1-5 , development of 6-10	Number
10/11/2025	-Subitise. 1-5 and begin to recognise 6-10 as combinations ie 3 and 3 pattern is 6	
17/11/2025	-Link the number symbol (numeral) with its cardinal number value.	
24/11/2025	Consolidation of 1-5 , development of 6-10	
01/12/2025	-Introduce double and half. -Introduce odd and even	
08/12/2025	Make comparisons between and order objects relating to size, length.	Measure
15/12/2025	Christmas themed maths	
22/12/2025		
29/12/2025		
05/01/2026	-Count objects, actions and sounds.	Number
12/01/2026	-Subitise. -Link the number symbol (numeral) with its cardinal number value. -Compare numbers.	
19/01/2026	-Understand the 'one more than/one less than' relationship between consecutive numbers. -Explore the composition of numbers to 10. -Introduce finding the difference.	
26/01/2026	-Talk about and explore 3D shapes (for example, cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. - recognise the 2D shapes within 3D shapes - Select, rotate and manipulate shapes in order to develop spatial reasoning skills.	Shape
02/02/2026	-Continue, copy and create repeating patterns. AB, AAB, ABB, ABC	Pattern

Maths Curriculum plan 2025/2026:

09/02/2026	Make comparisons between objects relating to weight and capacity.	Measure
16/02/2026		
23/02/2026	-Have a deep understanding of number to 10, including the composition of each number.	Number
	-Subitise (recognise quantities without counting) up to 5.	
02/03/2026	-Count to 20 and understand the composition of numbers as 10 and some more.	
09/03/2026	-develop a deeper understanding of patterns within and relationships between numbers.	
16/03/2026	- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10	
23/03/2026	Make comparisons between objects relating to weight and capacity.	Measure
30/03/2026		
06/04/2026		
13/04/2026	-Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	Number
20/04/2026	-Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.	
27/04/2026		
04/05/2026		
11/05/2026	- Verbally count beyond 20, recognising the pattern of the counting system - Count to 20 and understand the composition of numbers as 10 and some more. -multiplication (repeated addition) and division (sharing equally) in numbers to 20.	
18/05/2026	<ul style="list-style-type: none"> •Select, rotate and manipulate shapes in order to develop spatial reasoning skills. •Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. •Continue, copy and create repeating patterns. 	Shape/ pattern
25/05/2026		
01/06/2026	-Verbally count beyond 20, recognising the pattern of the counting system.	Number
08/06/2026	-Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	
15/06/2026	Consolidation as needed to meet the ELG	Consolidation
22/06/2026		
29/06/2026		
06/07/2026		
13/07/2026		
20/07/2026		