

## Year R Medium Term Planning **Autumn 1**

Week	Topic	Curriculum Objective	Challenge
1 & 2		Baseline assessments.	
3	Number and place value	<ul style="list-style-type: none"> <li>• Recite numbers to 10</li> <li>• Recognise numerals to 5 and begin to recognise numerals to 10</li> <li>• Count up to five objects in a set and begin to count larger sets</li> <li>• Count up to five objects from a set</li> <li>• Match items to numbers using one-to-one correspondence</li> <li>• Match numerals to a set</li> <li>• Count along a 1–10 number track</li> <li>• Estimate a set of objects, sounds, actions or images up to 10</li> <li>• Recite numbers to 20</li> <li>• Conserve numbers up to 10</li> </ul>	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.
4	Problem solving, reasoning and algebra	<ul style="list-style-type: none"> <li>• Recognise and continue a repeating pattern using objects, sounds, actions or colours</li> <li>• Recognise and continue a repeating pattern using images or shapes</li> </ul>	This week's learning is all about patterns. Children will copy, continue, describe and create patterns using colours, shapes, objects, sounds and actions.

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5	Number and place value	<ul style="list-style-type: none"> <li>• Match items to numbers using one-to-one correspondence</li> <li>• Match numerals to a set</li> <li>• Count along a 1–10 number track</li> <li>• Recite numbers to 20</li> <li>• Recognise numerals to 10</li> <li>• Count up to ten objects in a set</li> <li>• Count up to ten objects from a set</li> <li>• Conserve numbers up to 10</li> <li>• Order numbers along a 1–10 number track</li> <li>• Subitise; recognise how many without counting</li> <li>• Estimate a set of objects, sounds, actions or images up to 12</li> </ul>	<p>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.</p>
6	Geometry: position and direction Measurement	<ul style="list-style-type: none"> <li>• Understand and use the language of position: over, under, behind, in front of, beside etc.</li> <li>• Recognise and name left and right</li> <li>• Recognise days of the week and say which day it is</li> <li>• Recite the days of the week in order</li> <li>• Recognise key times in the day</li> <li>• Sequence events through the day in chronological order</li> <li>• Understand that something can happen 'after two sleeps' and understand the language: yesterday, tomorrow and today</li> <li>• Begin to match key events to o'clock times</li> </ul>	<p>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'.</p>

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7	Number and place value Mental addition and subtraction	<ul style="list-style-type: none"><li>• Subitise; recognise how many without counting</li><li>• Partition a set of five objects into five and none, four and one, three and two in a practical context</li><li>• Partition a set of six objects into six and none, five and one, four and two, three and three in a practical context</li><li>• Begin to read simple number sentences that use + and = signs</li><li>• Begin to recognise the relationship between addition and subtraction in a practical context</li></ul>	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.
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