

# Ruby (Reception) Medium Term Curriculum Map

| Differentiation by input  |   | -Resources: see the weekly planning from White Rose scheme  |  | Minimum Assessment for Learning strategies for all topics   |   |   |  |
|---|---|---|--|---|---|---|--|
| - Long term memory development strategies= Recapping previous learning at the start of each new topic / Long term memory strategy linked to the objectives on this sheet for each |   |   |  |   |   |   |  |
| Reception   | Week 1  | Week 2  | Week 3   | Week 4  | Week 5  | Week 6  | Week 7                                       |
| Autumn 1  | <b>Settling In</b><br>LO 1: Explore the classroom environment, routines and resources.<br>LO 2: Join in with songs and rhymes involving counting.<br>LO 3: Adults model using mathematical language ( <b>big, small, more, less</b> ) in play.  | <b>Getting to Know You</b><br>LO 1: Use names, registration and snack time for counting in real contexts.<br>LO 2: Explore sorting by personal preference (favourite toys, colours etc.)<br>LO 3: Begin to notice <b>same</b> and <b>different</b> through practical games.   | <b>Match and Sort</b><br>LO 1: <b>Match</b> and <b>sort</b> objects by <b>colour, shape</b> and <b>size</b> .<br>LO 2: Use key vocabulary of <b>same</b> and <b>different</b> in the correct context.  | <b>Comparing (amount, size, mass, capacity)</b><br>LO 1: Compare groups using <b>more, fewer</b> and <b>same</b> .<br>LO 2: Compare length and height ( <b>long, short, tall</b> )  | <b>Introducing 1, 2 and 3</b><br>LO 1: Represent <b>1, 2</b> and <b>3</b> in different ways (objects, fingers and marks)<br>LO 2: Compare groups up to 2 using <b>more</b> and <b>fewer</b> .<br>LO 3: Explore composition of numbers to 3.   | <b>Pattern</b><br>LO 1: Recognise, <b>copy</b> and <b>continue</b> simple ABAB <b>patterns</b> .<br>LO 2: Create own patterns using colour, shape, movement and sound.<br>LO 3: Talk about pattern – what repeats, what changes.  | <b>Assessment, Review and Consolidation</b>  |
| Autumn 2  | <b>Number 4 and 5</b><br>LO 1: Represent 4 and 5 using objects, fingers and marks.<br>LO 2: Understand <b>one more, one less</b> up to 5.<br>LO 3: Compare groups of 4 and 5.   | <b>Shapes with 4 sides</b><br>LO 1: Recognise and name 2D shapes with 4 sides ( <b>square, rectangle</b> ).<br>LO 2: Explore properties ( <b>sides, corners</b> ).<br>LO 3: Find and describe shapes in the environment.  | <b>Positional Language</b><br>LO 1: Understand and use positional language ( <b>on, in, under, next to, behind</b> ).<br>LO 2: Follow simple instructions using positional language.<br>LO3: Apply positional language in stories, small-world play and outdoor activities.  | <b>Numbers 6, 7 and 8</b><br>LO 1: Represent numbers 6, 7 and 8 in different ways.<br>LO2: Compare numbers to 8 using <b>more, fewer, same</b> .<br>LO3: Explore the composition of 6, 7 and 8.   | <b>Making Pairs</b><br>LO 1: Identify and make <b>pairs</b> in play (socks, shoes, dominoes).<br>LO2: <b>Match</b> and <b>compare</b> paired and unpaired objects.<br>LO3: Talk about <b>odd</b> ones out.  | <b>Combining groups</b><br>LO 1: <b>Combine</b> two groups to find a total within 10<br>LO 2: Explore addition through practical play and story contexts.<br>LO 3: Use the mathematical vocabulary of <b>add, altogether</b> and <b>total</b> .   | <b>Assessment, Consolidation and Review</b>  |
| Spring 1  | <b>Numbers 9 and 10</b><br>LO 1: <b>Represent</b> 9 and 10 in a range of ways (objects, fingers, marks, Numicon).<br>LO 2: <b>Order</b> numbers to 10; compare <b>more, fewer</b> and <b>same</b> .<br>LO 3: Explore the <b>composition</b> of 9 and 10.  | <b>Number bonds to 10</b><br>LO 1: Explore <b>pairs</b> of numbers that make 10 using practical resources.<br>LO 2: Use a <b>ten-frame</b> to represent and <b>partition</b> 10.<br>LO 3: Recall simple <b>bonds</b> to 10 through rhymes, games and visual models.   | <b>3D Shapes and Patterns</b><br>LO 1: Recognise and name simple <b>3D shapes</b> ( <b>cube, cuboid, sphere, cone, cylinder</b> )<br>LO 2: Explore properties: <b>faces, edges, corners</b> through handling and play.<br>LO 3: Create and continue <b>repeating patterns</b> with 3D objects and colours.   | <b>Building Numbers Beyond 10</b><br>LO 1: <b>Count</b> reliably beyond 10 using objects, sounds and movements.<br>LO 2: Build numbers to 15 with <b>ten-frames, Numicon</b> and <b>bead strings</b> .<br>LO 3: Compare numbers to 15 ( <b>more, fewer</b> ).   | <b>Counting Patterns</b><br>LO 1: Recognise and describe patterns in the counting sequence (e.g. <b>odd, even, tens, ones</b> ).<br>LO 2: Count <b>forwards</b> and <b>backwards</b> within 15, then 20 with support.<br>LO 3: Use <b>counting patterns</b> in songs, games and daily routines.   | <b>Spatial Reasoning</b><br>LO 1: Use language of position, direction and movement: <b>forwards, backwards, turn, next to</b> .<br>LO 2: Explore <b>maps, mazes, block play, small world</b> and <b>Bee Bots</b> to describe and recreate routes.<br>LO 3: Combine knowledge of <b>shape</b> and <b>position</b> to solve simple spatial problems.                                      |  |
| Spring 2  | <b>Addition</b><br>LO 1: Pupils continue to practise both <b>mental and columnar addition</b> with increasingly large numbers to aid fluency.<br>LO 2: <b>Estimate</b> and use <b>inverse operations</b> to check answers to a calculation.<br>LO 3: <b>Solve addition two-step problems</b> in contexts deciding which operation to use.   | <b>Subtraction</b><br>LO 1: Pupils continue to practise both <b>mental and columnar subtraction</b> with increasingly large numbers to aid fluency.<br>LO 2: <b>Estimate</b> and use <b>inverse operations</b> to check answers to a calculation.<br>LO 3: <b>Solve subtraction two-step problems</b> in contexts deciding which operation to use.  | <b>Fractions</b><br>LO 1: They continue to recognise <b>fractions</b> in the context of <b>parts of a number, whole, measurements, a shape, and unit fractions as division of quantity</b> .<br>LO 2: <b>Add and subtract fractions</b> with the same <b>denominator</b> within a whole and extending to beyond one.   | <b>Decimals</b><br>LO 1: Pupils connect <b>tenths</b> to <b>place value, decimal measures</b> and to <b>division by 10</b> .<br>LO 2: Find the effect of <b>dividing a one or two-digit number by 10 and 100</b> identifying the digits as <b>ones, tenths and hundredths</b> .   | <b>Measurement-Area and perimeter</b><br>LO 1: <b>Convert</b> between <b>different units</b> of measurement <b>mm, cm, m</b><br>LO 2: Measure the <b>perimeter</b> of <b>simple 2-D shapes</b> .<br>LO 3: Find the <b>area of rectilinear shapes</b> by <b>counting squares</b> .   | <b>Statistics</b><br>LO 1: Interpret and present <b>discrete ad continuous data</b> using the appropriate graphical methods including <b>bar charts and time graphs</b> .<br>LO 2: Solve <b>comparison, sum and difference problems</b> using information presented in <b>bar charts, pictograms, tables and other graphs</b> .   | <b>Assessment, Consolidation and Review</b>  |
| Summer 1  | <b>Number and Place Value</b><br>LO 1: <b>Count backwards through zero</b> to include <b>negative numbers</b> .<br>LO 2: Read <b>Roman numerals to 100 (I to C)</b> and know that over time the numeral system changed to include the concept of zero and place value.<br>LO 3: Solve <b>number and practical problems</b> that involve <b>negative numbers</b> and <b>Roman numerals</b> using increasingly large numbers. | <b>Multiplication/Division</b><br>LO 1: Recall and use <b>multiplication and division facts</b> for up to <b>12 x 12</b><br>LO 2: <b>Multiply two-digit and three-digit numbers by a one-digit number</b> using the <b>formal written method</b> .<br>LO 3: Pupils practise to become more fluent in the <b>formal written methods</b> of <b>short division</b> with exact answers.                   | <b>Money</b><br>LO 1: they are able to <b>add and subtract amounts</b> including <b>mixed units, and giving change</b> using manageable amounts.<br>LO 2: Solve simple <b>money problems</b> involving <b>fractions and decimals</b> places up to <b>two decimal places</b> .<br>LO 3: Pupils build on their understanding of <b>place value and decimal notation</b> to <b>record money</b> . | <b>Measure-Time</b><br>LO 1: Pupils use both <b>analogue and digital 12-hour clocks</b> and record their times.<br>LO 2: <b>Read, write and convert time</b> between <b>analogue and digital 12 and 24 hour</b> clock.  | <b>Geometry-Angles</b><br>LO 1: Recognise <b>angles</b> as a <b>property of shape</b> or a description of a <b>turn</b> .<br>LO 2: identify <b>right angles</b> , identify whether <b>angles</b> are <b>greater</b> than or less than a <b>right angle</b> .<br>LO 3 Identify <b>acute and obtuse angles</b> and <b>compare and order angles</b> up to <b>two right angles</b> by size. | <b>Geometry-Position and Direction</b><br>LO 1: Describe <b>positions</b> on a <b>2-D grid</b> as <b>coordinates</b> in the <b>first quadrant</b> .<br>LO 2: Describe <b>movements</b> between positions as <b>translations</b> of a given unit to the <b>left/right</b> and <b>up/down</b> .<br>LO 3: <b>Plot</b> specified points and draw sides to complete a given <b>polygon</b> . |  |
| Summer 2  | <b>Addition/Subtraction</b><br>LO 1: Pupils continue to practise both <b>mental and columnar subtraction and addition</b> with increasingly large numbers to aid fluency.<br>LO 2: <b>Estimate</b> and use <b>inverse operations</b> to check answers to a calculation.<br>LO 3: Solve <b>addition and subtraction two-step problems</b> in contexts deciding which operation to use.                                       | <b>Multiplication/Division</b><br>LO 1: Recall and use <b>multiplication and division facts</b> for up to <b>12 x 12</b><br>LO 2: solve <b>problems involving multiplying and dividing</b> , including using the <b>distributive law</b> to <b>multiply two digit numbers by one digit, integer scaling problems</b> and harder correspondence problems such as n objects are connected to m objects. | <b>Fractions/Decimals</b><br>LO 1: <b>Round decimals</b> with <b>one decimal place</b> to the <b>nearest whole number</b> .<br>LO 2: <b>Compare</b> numbers with the same number of decimal places up to <b>two decimal places</b> .<br>LO 3: Practise <b>counting</b> using <b>simple fractions and decimal, both forwards and backwards</b> .  | <b>Measurement Weight/Length/Capacity</b><br>LO 1: <b>Measure, compare, add and subtract lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)</b><br>LO 2: Comparing and using <b>mixed units</b> of measurement and <b>simple equivalents</b> of mixed units.<br>LO 3: Comparison of measures include <b>simple scaling by integers</b> and this connects to multiplication. | <b>Statistics</b><br>LO 1: Interpret and present <b>discrete and continuous data</b> using the appropriate graphical methods including <b>bar charts and time graphs</b> .<br>LO 2: Solve <b>comparison, sum and difference problems</b> using information presented in <b>bar charts, pictograms, tables and other graphs</b> .  | <b>Statistics</b><br>LO 1: Interpret and present <b>discrete ad continuous data</b> using the appropriate graphical methods including <b>bar charts and time graphs</b> .<br>LO 2: Solve <b>comparison, sum and difference problems</b> using information presented in <b>bar charts, pictograms, tables and other graphs</b> .   | <b>Assessment, Consolidation, and Review</b> |