



# My Termly Maths Foundational Skills

## Reception

### Autumn 1

### Spring

### Summer

- identify when a set can be subitised and when counting is needed
- subitise different arrangements, both unstructured and structured, including using the Hungarian number frame
- make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills
- spot smaller numbers 'hiding' inside larger numbers
- connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers
- hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number
- develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds
- compare sets of objects by matching
- begin to develop the language of 'whole' when talking about objects which have parts.

- continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals
- begin to identify missing parts for numbers within 5
- explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame
- focus on equal and unequal groups when comparing numbers
- understand that two equal groups can be called a 'double' and connect this to finger patterns
- sort odd and even numbers according to their 'shape'
- continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern
- order numbers and play track games
- join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers

- continue to develop their counting skills, counting larger sets as well as counting actions and sounds
- explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame
- compare quantities and numbers, including sets of objects which have different attributes
- continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2
- begin to generalise about 'one more than' and 'one less than' numbers within 10
- continue to identify when sets can be subitised and when counting is necessary
- develop conceptual subitising skills including when using a rekenrek



# My Termly Writing Foundational Skills

## Reception

### Autumn 1

#### **Pencil control:**

- Move a pencil from left to right.
- Follow a maze through straight, curved and sharp bends.
- Draw round a template.
- Trace over pictures.
- Trace over writing patterns.
- Copy writing patterns.
- Continue writing patterns
- To correctly hold a pencil using a tripod grip.
- Sit at table correctly when working with an adult
- Ascribe meaning to marks
- Trace over my name (with a starting dot).
- Copy my name (with the reminder of a starting dot
- To write initial sounds to label pictures

### Spring

- Use correct letter formation and leave spaces between words when tracing and copying a given CVC caption
- Write a CVC word to match a picture or object.
- To write their own CVC word to label
- Use correct letter formation, leave spaces between words and use a full stop when tracing and copying a given sentence
- Order given words and leave spaces to make a sentence.
- I put my finger under each word to check the sounds
- Think, say, remember and write a caption (2 or more words).
- Write a simple dictated sentence

#### **Sentence progression after single word spelling**

- **Single CVC word with a** – e.g., a cat
- **Two CVC words** – e.g., cat and dog (introduce “and”)
- **Sentence with both “a” and “and”** – e.g., A cat and a dog
- **Simple declarative sentence** – e.g., It is a cat (introduce “it” and “is”)
- Repeat with the sentence starter
- Two CVC with the and e.g the cat and dog
- **Tricky words – is, the**

### Summer

- Use letter movement families to help form lowercase letters correctly
- Use correct letter formation, leave spaces and use a full stop to write a dictated sentence.
- Use phonic knowledge to spell longer words. (4 letter CVCC and CCVC) and first 8 digraphs sh, ch, ng, nk, ss, ll, ff, th, qu)
- Leave spaces between words.
- Think, say, remember and write a simple sentence using the openers The, I, He and She.
- I put my finger under each word to read my sentence (proofreading) with support.

#### **Sentence progression**

It is \_\_\_\_\_. (colour/size/shape – introduces adjectives)  
it is a ... and a....

it has a/I have

I sat/ I put... (introduce red word I with verb)

I am

I can ....

..... went ....

- I like \_\_\_\_\_. (introduces feelings or preferences)
- I see \_\_\_\_\_. (introduces observation)
- I feel \_\_\_\_\_. (introduces emotions or senses)

Repeat structure with pronouns

He She They

**Tricky words – he she they I the has put, to, no, go**



# My Termly Reading Foundational Skills

## Reception

### Autumn

#### Word Reading

- Read all single set one sounds
- Blend sounds into words orally
- Orally blend from fred talk

#### Comprehension

- Asks questions about stories.
- Repeat words and phrases from familiar stories.
- Repeat new vocabulary in a context of a story.
- Has favourite books and seeks them out, to share with an adult, with another child, or to look at alone.

### Spring

#### Word Reading

- Read all set one sounds including special friends sh, th, ch, ng, nk, qu
- Blend sounds to read CVC words
- Read short Ditty Stories
- Fred sounds and blend
- Begin to fred in head familiar words

Red words - I, the, put, no, of, my, he

#### Comprehension

- Answer questions about a text that has been read to them.
- Begin to predict what might happen next in a story.
- Begin to use modelled vocabulary during role play for example in the Small World Area
- Seeks familiar texts or stories to re-read in the book area.
- Requests favourite stories and poems

### Summer

#### Word Reading

- Read all set one sounds including the special friends confidently
- Read at least 5 set 2 sounds, ay, ee, igh, ow, oo
- Read CVC with some sight recognition and fred in head
- Read 4 letter words (CVCC and CCVC)
- Read Green or Purple storybooks
- Tricky words

Green Level: the, your, said, I, my, you, no, put, he, be

Purple Level: the, of, to, no, I, my, me, go, he, baby, said, are, you,

#### Comprehension

- Demonstrate understanding of what has been read to them by retelling stories
- and narratives using their own words and recently introduced vocabulary
- Anticipate – where appropriate – key events in stories
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
- Can share a favourite book with a peer, retelling the story in their own way
- repeating known phrases from the text.