









# Oakham Primary Maths Planner 2025-2026



Week Beginning: 29/9/2025

Class: Reception

Block/Coverage: Block 2 Talk about measure and patterns

Day	Learning Objective Starters	Key Questions	Teacher Led	Activity	Plenary	Continuous Math's Provision
<b>Monday</b>	Compare size  Starter Week 5 – Day 1	Which is smaller/bigger? How do you know? Which is taller/longer/shorter?  How do you know?	Share rhyme Big Fish, little fish, cardboard box. <a href="#">Big fish, little fish, cardboard box.</a>  As a class, prepare for a teddy bears' picnic with one large bear and one small bear. Unpack a picnic basket of plates, cups, spoons and food items of two different sizes. Discuss which size item would be best for each bear, using the language 'little' and 'big', and 'large' and 'small'.	Build in the construction area using a variety of large, small, long and short blocks. Encourage children to make big houses, little houses, tall towers and short towers. Ask children what size of animal or person could live in their house or tower.	Give children a variety of different length ribbon or string. Ask children to find someone who has a longer or shorter piece of ribbon than them.	 Provide children with wrapping paper, tape, scissors and a range of different objects to wrap.    Encourage them to cut the paper to an accurate size to wrap the object.  Is their piece of wrapping paper big enough to wrap their object?
<b>Wednesday</b>	Compare mass  Starter Week 5 – Day 2	Which object is heavier? How do you know? Which object is lighter? How do you know? What has happened to the balance scale? Are large objects always heavier than small objects?	Give one child a reasonably heavy backpack. Give another child a balloon. What do they notice? Introduce the words 'heavy' and 'light'. Encourage children to pick up a range of other objects, decide whether they are heavy or light and compare them.	As a class, select two objects from around the classroom. Ask children to predict which object will be heavier and which will be lighter.  Invite one child to come and be a human balance scale.  Encourage them to hold one object in each hand and describe which is heavier and which is lighter.	Add a balance scale to the dough area. Model to children how the balance scale works. Encourage children to make different-sized balls of dough and compare their mass using the language 'heavier' and 'lighter'.	 Wrap up a range of boxes, each with a different mass. Ensure that some of the small boxes are heavy and some of the large boxes are light.  Pick up a box and ask children to predict if it will be heavy or light. Ask them to test their predictions using a balance scale. Are all small boxes light?  
<b>Thursday</b>	Compare capacity  Starter Week 5 – Day 3	Which holds more/the most? How do you know? Which holds less/the least? How do you know? Does this container hold more or less? How can you find out? Would the fit inside the box?	Share the story Dear Zoo with the children – Which box can hold the most? What size box would you need to carry a giraffe? What size box would you need to carry a frog?	<b>Water bottles – compare using language.</b>  Holds more Holds less Full, empty, half full, half empty	Have a range of different boxes including some small, large, tall and thin. Show children one of the boxes and ask what could be inside. Could they fit in the box? Why or why not? Present a range of objects from around the classroom. Could these objects fit in the box?	 Provide children with some coloured water and different-sized containers in a water tray to make different potions.    Encourage children to compare the different containers and investigate which containers hold less/more.
<b>Friday</b>	Assessment	Checkpoint ½ individual children – Record evidence – children's voice photos.	<b>See below</b>			

## Checkpoint 1

The box that the buttons are stored in has been dropped.

There are buttons everywhere.

Ask children to sort the buttons and put them back in the box in sets.



Observe children as they sort the buttons.

Can they explain how they have sorted them?

Can they find another way to sort them?

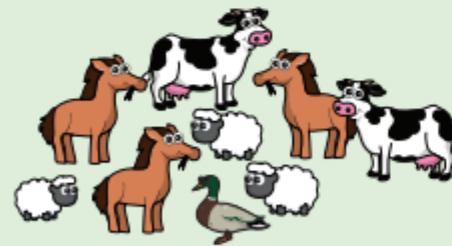


## Checkpoint 2

When playing alongside children in the small world area, can children make collections and say why they belong to a set?

For example, "This set are all cows" or "This set are all horses".

Can children say which set has more?



## Checkpoint 3

The daily routine of tidy-up time is a great opportunity to observe children and notice who can match and sort effectively.

Are children able to use the pictures and shadowing on the storage units to ensure that the resources are put back in the correct area of the classroom, shelf or box?

