

EYFS: Medium Term Plan

| Autumn 1 | | | | | | | Autumn 2 | | | | | | | |
|---------------------------|----------|----------|----------|---|--|---|---|--|--|--|---|--|---|-------------------------------|
| Autumn – Mastering Number | Baseline | Baseline | Baseline | <u>Subitising:</u> Subitising within 3 | <u>Number: Counting & ordinality and cardinality</u> Focus on counting skills | <u>Number: Composition</u> Composition of 3 and 4 Focus on exploring how all numbers are made of ones | <u>Number: Subitising</u> Focus on subitising objects and sounds | <u>Number: Comparison</u> Focus on comparison of sets just by looking. Use the language of comparison, <i>more than</i> and <i>fewer than</i> | <u>Number: Counting & ordinality and cardinality</u> Focus on counting skills and the 5ness of 5 using one hand and the die pattern for 5 | <u>Number: Comparison</u> Focus on comparison of sets by matching. Use the language of comparison; <i>more than</i> , <i>fewer than</i> and <i>equal number</i> . | <u>Number: Composition</u> Explore the concept of <i>whole</i> and <i>part</i> | <u>Number: Composition</u> Focus on the composition of 3, 4 and 5 | <u>Number: Counting, ordinality and cardinality</u> Practise object counting skills Match numerals to quantities within 10 Verbal counting beyond 20 | <u>Geometry:</u> 2D Shapes |
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| Number Formation | Baseline | | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Friday Lesson | Baseline | | | <u>Number: Counting</u> | | <u>Number: Composition</u> 3 and 4 | <u>Number: Subitising</u> | <u>Measurement: Comparing capacity and volume</u> | <u>Number: Counting</u> (focus to 5 – link to shapes with up to 5 sides) | <u>Measurement: Length and height</u> | <u>Number: Composition</u> 3,4 and 5 | | <u>Number: Counting</u> Counting to 10 | <u>Geometry:</u> 2D Shapes |



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- **Early Years Foundation Stage (EYFS) statutory framework:**
 - <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>
- **Help for Early Years providers:**
 - <https://help-for-early-years-providers.education.gov.uk/mathematics>
- **NCETM Early Years Guidance:**
 - <https://www.ncetm.org.uk/in-the-classroom/early-years/>

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| Spring 1 | | | | | | | Spring 2 | | | | | |
|---------------------------|---|--|--|---|--|---------------------------------------|---------------------------------------|---|--|--|---|--|
| Spring – Mastering Number | <u>Number: Subitising</u> Subitise within 5 focusing on die patterns Match numerals to quantities within 5 | <u>Number: Counting & ordinality and cardinality</u> Counting – focus on ordinality and the staircase pattern See that each number is one more than the previous number | <u>Number: Composition</u> Focus on 5 | <u>Number: Composition</u> Focus on 6 and 7 as ‘5 and a bit’ | <u>Number: Composition</u> Compare sets and use language of comparison: more than, fewer than, an equal number to Make unequal sets equal | <u>Measurement: Mass and Capacity</u> | <u>Geometry:</u> Explore 3D shapes | <u>Number: Counting & ordinality and cardinality</u> Focus on the ‘staircase’ pattern and ordering numbers | <u>Number: Comparison</u> Focus on ordering of numbers to 8 Use language of less than | <u>Number: Composition</u> Focus on 7 | <u>Number: Composition</u> Doubles – explore how some numbers can be made with 2 equal parts | <u>Number: Composition</u> Sorting numbers according to attributes - odd and even numbers |
| | Number Formation (streamed groups) | Number Tracks (one more, one less) | Number bonds to 5 | Number bonds to 6 | Number bonds to 7 | Numbers 0-7 | Recap numbers 0-7 | Number 8 | Number bonds to 7 | Doubles | Numbers 1-10 | |

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| Frid ay Less on | <u>Number:</u> <u>Subitising</u> Within 5 | <u>Number:</u> One more (addition) | <u>Number: Composition</u> 5, 6 and 7 | <u>Measur ement:</u> Mass and Capacit y | <u>Geometry:</u> Explore 3D shapes | <u>Measur ement:</u> Patterns | <u>Number:</u> One less (subtraction) | <u>Number:</u> Counting reliably | <u>Measure ment:</u> Patterns | <u>Number:</u> Odd and even |
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| Summer 1 | | | | | | Summer 2 | | | | | |
|---------------------------|--|--|---|---|---|---|--|--|--|---|--------------------------------------|
| Summer – Mastering Number | <u>Number: Counting, ordinality and cardinality</u> Counting – larger sets and things that cannot be seen | <u>Number: Subitising</u> Subitising – to 6, including in structured arrangements | <u>Number: Composition</u> Composition – ‘5 and a bit’ | <u>Number: Composition</u> Composition – of 10 | <u>Number: Comparison</u> Comparison – linked to ordinality - Play track games | <u>Number: Subitising</u> Subitise to 5 - Introduce the rekenrek | <u>Review and assess</u> Automatic recall of bonds to 5 | <u>Review and assess</u> Composition of numbers to 10 | <u>Review and assess</u> Comparison | <u>Review and assess</u> Number patterns | <u>Review and assess</u> Counting |
| | Numbers 1-10 | Number bonds to 10 | | | | Numbers 11-20 | | | Review and assess | | |
| | <u>Number:</u> Sharing and halving | <u>Number: Subitising</u> Within 6 | <u>Measurement:</u> Length and height | <u>Number:</u> Bonds to 10 | <u>Number:</u> Ordinality | <u>Number: Subitising</u> Within 5 (Rekenrek) | <u>Measurement:</u> Time | <u>Geometry:</u> Position | <u>Measurement:</u> Money | <u>Number:</u> Exploring numbers to 100 | |

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