



# EYFS Long Term Mathematics Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Coverage of Number	<p><b>Autumn 1 Introducing numbers to 4</b></p> <p><u>Comparison</u></p> <ul style="list-style-type: none"> <li>Compare numbers 1234</li> <li>More than and less than, to 4</li> <li>Estimates the number of items before counting</li> </ul> <p><u>Counting</u></p> <ul style="list-style-type: none"> <li>Practice counting to 10 and beyond saying the number names in the correct order (stable order)</li> <li>Count objects, actions and sounds</li> <li>Use 1:1 correspondence when counting</li> <li>Order number to 4 and beyond</li> </ul> <p><u>Cardinality</u></p> <ul style="list-style-type: none"> <li>Introduce numbers 1-4</li> <li>Represent numbers 1-4 using objects</li> <li>Write numerals 1-4</li> <li>Match numerals 1-4 to quantity.</li> <li>Count out up to 4 objects from a larger group</li> <li>Recognise the last number in the count as the group size.</li> </ul> <p><u>Composition</u></p> <ul style="list-style-type: none"> <li>Introduce partitioning of numbers 1-4 (part-part-whole)</li> <li>Subitising numbers to 4</li> </ul>	<p><b>Autumn 2 Securing Numbers to 5</b></p> <p><u>Comparison</u></p> <ul style="list-style-type: none"> <li>Compare numbers 12345</li> <li>More than and less than, to 5</li> <li>Estimates the number of items before counting</li> </ul> <p><u>Counting</u></p> <ul style="list-style-type: none"> <li>Practice counting to 10 and beyond saying the number names in the correct order (stable order)</li> <li>Count objects, actions and sounds</li> <li>Use 1:1 correspondence when counting</li> <li>Order number to 5 and beyond</li> </ul> <p><u>Cardinality</u></p> <ul style="list-style-type: none"> <li>Introduce numbers 1-5</li> <li>Represent numbers 1-5 using objects</li> <li>Write numerals 1-5</li> <li>Match numerals 1-5 to quantity.</li> <li>Count out up to 5 objects from a larger group</li> <li>Recognise the last number in the count as the group size.</li> </ul> <p><u>Composition</u></p> <ul style="list-style-type: none"> <li>Introduce partitioning of numbers 1-5 (part-part-whole)</li> <li>Subitising numbers to 5</li> </ul> <p><u>Calculation</u></p> <ul style="list-style-type: none"> <li>Addition and subtraction of 1 to 5</li> <li>Numberbonds to 5</li> <li>Conservation of number (a number can be partitioned but the whole (total) remains the same)</li> </ul>	<p><b>Spring 1 Securing Numbers to 7</b></p> <p><u>Comparison</u></p> <ul style="list-style-type: none"> <li>Compare numbers 1-7</li> <li>More than and less than, to 7</li> <li>Estimates the number of items before counting</li> </ul> <p><u>Counting</u></p> <ul style="list-style-type: none"> <li>Practice counting to 20 and beyond saying the number names in the correct order (stable order)</li> <li>Practice counting down from 10</li> <li>Count objects, actions and sounds</li> <li>Use 1:1 correspondence when counting</li> <li>Order number to 7 and beyond</li> </ul> <p><u>Cardinality</u></p> <ul style="list-style-type: none"> <li>Introduce numbers 1-7</li> <li>Represent numbers 1-7 using objects</li> <li>Write numerals 1-7</li> <li>Match numerals 1-7 to quantity.</li> <li>Count out up to 7 objects from a larger group</li> <li>Recognise the last number in the count as the group size.</li> </ul> <p><u>Composition</u></p> <ul style="list-style-type: none"> <li>Introduce partitioning of numbers 1-7 (part-part-whole)</li> <li>Subitising numbers to 7</li> <li>Subitising larger numbers by subitising smaller groups within the number - dice patterns and irregular arrangements</li> <li>10 ones are equivalent to 1 ten</li> </ul> <p><u>Calculation</u></p> <ul style="list-style-type: none"> <li>Addition and subtraction of 1 to 7</li> <li>Numberbonds to 7</li> <li>Conservation of number (a number can be partitioned but the whole (total) remains the same)</li> </ul>	<p><b>Spring 2 Securing Numbers to 10</b></p> <p><u>Comparison</u></p> <ul style="list-style-type: none"> <li>Compare numbers 1-10</li> <li>More than and less than, to 10</li> <li>Estimates the number of items before counting</li> </ul> <p><u>Counting</u></p> <ul style="list-style-type: none"> <li>Practice counting to 20 and beyond saying the number names in the correct order (stable order)</li> <li>Practice counting down from 10</li> <li>Count objects, actions and sounds</li> <li>Use 1:1 correspondence when counting</li> <li>Order number to 7 and beyond</li> </ul> <p><u>Cardinality</u></p> <ul style="list-style-type: none"> <li>Introduce numbers 1-10</li> <li>Represent numbers 1-10 using objects</li> <li>Write numerals 1-10</li> <li>Match numerals 1-10 to quantity.</li> <li>Count out up to 10 objects from a larger group</li> <li>Recognise the last number in the count as the group size.</li> </ul> <p><u>Composition</u></p> <ul style="list-style-type: none"> <li>Introduce partitioning and combining numbers 1-10 (part-part-whole)</li> <li>Subitising numbers to 10</li> <li>Subitising larger numbers by subitising smaller groups within the number - dice patterns and irregular arrangements</li> <li>10 ones are equivalent to 1 ten</li> <li>Work out mathematical problems using signs and strategies of their own choice (Standard numerals, tallies and '+' or '-')</li> </ul> <p><u>Calculation</u></p> <ul style="list-style-type: none"> <li>Addition and subtraction of 1 with number to 10</li> <li>Numberbonds to 10</li> <li>Conservation of number (a number can be partitioned but the whole (total) remains the same)</li> </ul>	<p><b>Summer 1 Deepening Understanding of Numbers to 10 and introducing larger numbers</b></p> <ul style="list-style-type: none"> <li>Automatically recall numberbonds to 5 without reference to rhymes, counting or aids.</li> <li>Verbally count beyond 20 recognising patterns in the counting system - odd and evens, teens,</li> <li>Use the language greater than, less than or the same as when comparing quantities</li> <li>Explore and represent patterns within numbers to 10 - odd and even, double facts, how quantities can be distributed equally.</li> </ul> <p><b>ELG: Number</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Have a deep understanding of number to 10, including the composition of each number;</li> <li>- Subitise (recognise quantities without counting) up to 5;</li> <li>- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul>	<p><b>Summer 2 Deepening Understanding of Numbers to 10 and introducing larger numbers</b></p> <ul style="list-style-type: none"> <li>Explore equivalent ways to represent numbers</li> <li>Partition numbers to 10 into equal groups</li> <li>Doubling and halving to 10</li> <li>Partitioning is the inverse of combining.</li> <li>Recognise odd and even numbers to 10</li> <li>Numberbonds to 10 (add and subtract)</li> <li>Add more than 1 (to 10)</li> <li>Subtracting 2 from numbers to 10</li> </ul> <p><b>ELG: Number</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Have a deep understanding of number to 10, including the composition of each number;</li> <li>- Subitise (recognise quantities without counting) up to 5;</li> <li>- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul>

Key coverage of pattern, shape and measures	<ul style="list-style-type: none"> <li>Solve a range of <b>jigsaws</b> with increasing challenge.</li> <li>Use informal language to describe shapes within the environment.</li> </ul>	<ul style="list-style-type: none"> <li><b>2d Shape</b> Select, rotate and manipulate shapes in order to develop spatial reasoning skills. (<b>2d pattern blocks</b>) Select, rotate and manipulate shapes in order to develop spatial reasoning skills. - Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. (Investigate how shapes can be combined to make new shapes: for example, two triangles can be put together to make a square)</li> <li>Create patterns with varying rules (AB ABB ABBC) Xmas paper chains Continue, copy and create repeating patterns</li> </ul>	<p>2d shape - use mathematical language to describe shapes.</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills. - Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. (Investigate how shapes can be combined to make new shapes: for example, two triangles can be put together to make a square)</p> <p>Capacity - Compare capacity.</p>	<p>Compare Weight</p> <p><b>Collect and interpret data using tallies and other strategies.</b></p> <p><b>ELG: Numerical Patterns</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system;</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</li> </ul>	<p>Compare Length</p> <p>Follow and give instructions, using relative terms and describing what they see from other viewpoints.</p> <p><b>ELG: Numerical Patterns</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system;</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</li> </ul>	<p>3d shape Select, rotate and manipulate shapes in order to develop spatial reasoning skills</p> <p><b>ELG: Numerical Patterns</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system;</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</li> </ul>
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## VISION

*At Duke Street Primary School, mathematics is fun, engaging and encourages curiosity. Through the ability to reason, solve problems, make links, see patterns and calculate our children make sense of the world around them.*