



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Getting to know you		Match sort and compare		Talk about measure and pattern		It's me 1,2,3		Circles and triangles	1,2,3,4,5		Shapes with 4 sides
Spring	Alive in five		Mass and Capacity	Growing 6,7 and 8		Length, Height and Time		Building 9 and 10			Explore 3D shapes	
Summer	To 20 and beyond		How many now?	Manipulate, compose and decompose.		Sharing and grouping		Visualise, build and map			Make connections	Consolidation

Maths in Early Years

Early Learning Goals:

Number

- *Have a deep understanding of number to 10, including the composition of each number.*
- *Subitise (recognise quantities without counting) up to 5.*
- *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.*

Numerical Patterns

- *Verbally count beyond 20, recognising the pattern of the counting system.*
- *Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.*
- *Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.*

We follow White Rose Maths through daily math lessons where concepts are taught to the whole class and then followed up by small group teacher led activities. Assessment is continuous and records are kept weekly when working with children to note who understands the new concept and who needs extra support and where.

As with all other Areas of Learning, the teaching and learning of mathematics in our Early Years classes takes place both indoors and outdoors through a wide range of practical activities. We have a designated math area in the classroom and outside where children can explore the resources that we have used within a lesson or access math challenges set up in connection with our weekly learning focus.

The staff use their knowledge and expertise to plan for a high quality learning environment which provides children with lots of opportunities to explore different aspects of number and shape, space and measures and learn new concepts. The children have a wide range of structured play resources available to them throughout the year - this is known as "continuous provision". The adults model the use of these resources and the appropriate mathematical language as they support the children in their play.