EYFS long term Maths plan

Autumn 1

Number

- Counting to 10 and beyond
- Begin to represent some numbers correctly
- Begin to recognise numbers to 10 and beyond.
- Begin to match numeral and quantity (number to 10)
- Compare two groups of objects saying when they have the same number.
- Separate groups in different ways (sorting)
- Realises not only objects, but anything can be counted, including steps, claps or jumps.
- Shows an interest in representing numbers.(number writing in provision)
- Counts up to three or four objects by saying one number name for each item.(extend for more able)
- Recognises numerals 1 to 5. (and beyond)
- Counts out up to six objects from a larger group.
- Selects the correct numeral to represent 1 to 5, then 1 to 10

Shape space and measures

- Shows an interest in shape and space by playing with shapes or making arrangements with objects.
- Shows awareness of similarities of shapes in the environment.
- Beginning to talk about the shapes of everyday objects, e.g. '*round*' and '*tall*'.
- Recognise shapes in pctures (Kandinsky)
- recreate patterns.
- Uses everyday language related to time. (daily routine,morning, afternoon evening)
- Orders and sequences familiar events.
- Measures short periods of time in simple ways.(sand timers)

Autumn 2

Number

- Continue to count to 10 and beyond (count to 20)
- Begin to count in 2's
- Begin to look at numerals beyond 10
- Counts objects to 10, and beginning to count beyond 10.
- Counts out up to six objects from a larger group (extend beyond 6 for more able)
- Selects the correct numeral to represent 1 to 5, then 1 to 10.
- Order umbers to 10.
- Begin to recognise teen numbers and number patterns.
- Count an irregular arrangement of up to ten objects.
- Uses the language of 'more' and 'fewer' to compare two sets of objects.
- Finds the total number of items in two groups by counting all of them.(addition)
- Say the number that is one more than a given number.
- Finds one more or one less from a group of up to five objects, then ten objects.
- In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.
- Record, using marks that they can interpret and explain
- Begin to form simple number sentences.

Shape, space and measures

- Uses positional language can describe their relative position such as '*behind*' or '*next to*'.
- Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Shows interest in shapes in the environment
- Selects a particular named shape.
- Beginning to use everyday language related to money.

  Introduce 1p and 2p.

Spring 1

Number

- Continue counting to 20. Begin counting beyond 20
- Continue counting in 2's and begin to count in 10.s
- Use a 100 square to begin to identify number patterns
- Look at how we can make 10 in different ways. Introduce the concept of number bonds.
- Estimate how many objects they can see and check by counting them
- In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting.
- Begin to identify own mathematical problems based on own interests and fascinations.
- count reliably with numbers from one to 20,
- Place number to 20 in order.
- Say which number is one more or one less than a given number.
- Say which number is 2 more/3more than a given number
- Using quantities and objects, they add and subtract two single-digit numbers.
- Begin to understand the concept of Doubling, halving and sharing.

Shape, space and measures

- Orders two or three items by length or height.
- •Orders two items by weight or capacity.
- use mathematical names for 'solid' 3D shape sand 'flat' 2D shapes, and mathematical terms to describe shapes and properties
- Explore characteristics of everyday objects and shapes and use mathematical language to describe them
- Children use everyday language to talk about size ,weight, capacity, position

EYFS long term Maths plan

Spring 2

Number

- Continue counting to 20. Begin counting beyond 20
- Continue counting in 2's and begin to count in 10.s
- Use a 100 square to begin to identify number patterns
- Look at how we can make 10 in different ways. Introduce the concept of number bonds.
- Use what we know about number bonds to solve problems.
- In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting.
- Place number to 20 in order. (Extend beyond 20 for HA)
- Say which number is one more or one less than a given number.
- Say which number is 2 more/3more than a given number
- Using quantities and objects add and subtract two single-digit numbers.
- Count on or back to find an answer.

Shape, space and measures

- Recap names and properties of 2d and 3d shapes.
- Beginning to use everyday language related to money
- Use money in role play situations, introduce concept of change using small amounts.
- Introduce O'clock and half past times
- Children use everyday language to talk about time.
- recognise, create and describe patterns

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Summer 1

Number

- Confidently count in 2's and 10's
- Begin to count beyond 20
- Recognise numbers beyond 20 looking at number patterns
- Place number to 20 in order. (Extend beyond 20 for HA)
- Solve addition and subtraction problems using numbers beyond 10.
- Solve addition and subtraction sums using different methods, number lines and counting on and back to find an answer.
- Read and write number sentences..
- solve problems, including doubling, halving and sharing

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Shape, space and measures

- Orders two or three items by length or height.
- •Orders two items by weight or capacity.
- Use not standard units to measure and weigh 2 or more items.
- use Mathematical language to talk about size, weight, capacity, position, distance, time

Summer 2

Number

- Confidently count in 2's and 10's
- Begin to count beyond 20
- Recognise numbers beyond 20 looking at number patterns
- Look at how we can make 10 in different ways. Introduce the concept of number bonds.
- Use what we know about number bonds to solve problems
- Read and write number sentences..
- Place number to 20 in order and say which number is one more or one less than a given number.
- Using quantities and objects, they add and subtract two single-digit numbers counting on and back to find an answer.
- Solve problems by Doubling, halving and sharing

Shape, space and measures

- Recap names and properties of 2d and 3d shapes.
- Group shapes in different ways according to their properties.
- Introduce O'clock and half past times
- Children use everyday language to talk about time.
- use Mathematical language to talk about size, weight, capacity, position, distance, time
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