



EYFS Long & Medium Term Planning

SPECIFIC AREA – MATHEMATICS

Early Learning Goals

Number:

Count reliably with numbers 1-20, place them 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 and count on or back to find the answer. They solve problems including doubling, halving and sharing.

Shape, space and measures:

Children use everyday language to talk about size, weight, capacity, distance, position, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns; they explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Number

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> - Count items which can be touched but not moved (e.g. items in a picture). - Counting to 20 and beyond. - Recognise, say and identify numerals 1-10. - Subitising – instantly recognise one, two & three dots. - Develop an awareness of position of numbers on a number line. - Find the total number of items in two groups by counting them and recording. 	<ul style="list-style-type: none"> - Develop strategies such as finger counting, mental imagery, for addition and subtraction of small quantities. - Develop awareness of position of numbers on number line. - Begin to use the vocabulary of ordering, i.e. first, second, third etc... - Use vocabulary of halving and sharing. - Counts up to 10 objects giving one number name for each item. - Finds one more/one less than a given number up to 5 objects. 	<ul style="list-style-type: none"> - Makes reasonable estimates of a number of objects without counting. - Recognise that if a group of objects already counted is rearranged the total number stays the same (conservation of number). - Say the number which is one less than a given number. - Count out a given quantity and match to appropriate numeral. - Finds one more/one less from a group of up to 10 objects. - Using a number line, adds 1 to a given number. - Recognises numerals 1-10 	<ul style="list-style-type: none"> - Finds one more/one less from a group of up to 10 objects - Counts reliably with numbers from 1-20 and places in order. - Selects correct numeral to represent numbers up to 10. - Records, using marks they can interpret and explain. - Uses vocabulary related to halving and sharing. - Count aloud in ones and 10s 	<ul style="list-style-type: none"> - Add and subtract single-digit number. - Uses vocabulary related to halving, sharing and doubling. - Say which number is one more, one less than a given number. - Instantly recognise a small quantity between one and six, (subitising), i.e. recognising number of spots on a dice without counting. - Counts reliably with numbers to 20 and beyond. - Records, using marks they can interpret and explain. 	<ul style="list-style-type: none"> - Counts reliably with numbers from 1-20 and beyond, placing them in order. - Records, using marks they can interpret and explain. - Solve problems using doubling and halving. - Add and subtract single-digit numbers, sometimes using a number line. - Solve problems which involve addition and subtraction. - Count aloud in ones, twos, fives or tens.

Pattern

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> - Copy a sequence (an arrangement). - Create a sequence and describe to others. - Create a pattern (an arrangement of objects which is repeated). - Recognise and continue a repeating pattern. - Describe a pattern to others. - Recognise numbers between given number. (up to 10) 	<ul style="list-style-type: none"> - Talk about, recognise and recreate patterns. - Create a simple pattern using natural materials and describe to others. - Develop strategies such as finger counting for + in small quantities . - Recognise a cyclic pattern, i.e. reciting days of the week. - Estimate how many objects they can see and check by counting. - Recognise and create a repeating pattern. - Recognises and continues a repeating pattern using 	<ul style="list-style-type: none"> - Recognises and continues a repeating pattern using two or three colours. - Begin to recognise patterns linked to number. - Develop a sequence and describe to others. - Estimate how many objects they can see and check by counting. - Creates a pattern for others to follow, i.e. clapping, tapping etc.. 	<ul style="list-style-type: none"> Begin to recognise patterns linked to number. -Identifying the number pattern counting in 10s. -Recognise a cyclic pattern, i.e. observe the cycle of growing. - Begin to estimate how many objects can be seen and check by counting. - Describe an order, i.e. before, after, follow, next. - Instantly recognise, without counting, familiar patterns of up to six objects.(subitising) 	<ul style="list-style-type: none"> - Identify and explain simple patterns in the number sequence. - Seeing patterns in number calculations. - Use art software to create a sequence in pattern. - Recognise and continue patterns linked to number. - Use the language of ordinal numbers to describe a pattern or instruction, i.e. first you...second you - Recognising small numbers without counting them. (subitising) 	<ul style="list-style-type: none"> - Identifying the number pattern of counting in twos and odd and even numbers. - Seeing patterns in number Calculations. - Create a sequence for others to copy. - Recognise and continue patterns linked to number. - Using technology, i.e. beebot, make a pattern for others to follow. - Recognise numbers between given numbers (beyond 20).

Shape, Space and Measures

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> - Use everyday words to describe position. - Begin to use mathematical language to describe 2D shapes. - Use the vocabulary of time in everyday activities. - Explore the features and properties of 2D shapes. - Describe simple properties of 2D shapes. - Begin to use the vocabulary associated with sharing and halving. 	<ul style="list-style-type: none"> - Use everyday language related to money. - Describe an event beginning to use the vocabulary of time. - Follows instructions which use movement vocabulary. - Begin to use mathematical language to describe 3D shape. - Use language such as 'longer than' and 'shorter than' to compare lengths. - Use everyday words to describe position. 	<ul style="list-style-type: none"> - Begin to use mathematical language to describe 3D shape. - Uses everyday language to talk about and compare weight . - Uses everyday language to talk about compare capacity. - Use appropriate language to describe the position of objects. - Identify and use simple properties of 3D shapes to sort and classify. 	<ul style="list-style-type: none"> - Uses everyday language to talk about and compare weight and distance. - Orders two items by weight or capacity. - Use everyday language related to money, sometimes naming coins. - Measures short periods of time in simple ways. - Recognise and describe 3D shapes in the Environment. - Recognise and make whole turns. 	<ul style="list-style-type: none"> - Recognise coins – 1p, 2p and 5p. - Recognise and name 2D and 3D shapes. - Use language related to the vocabulary of time. - Use non-standard units to measure time, distance, speed and weight. - Interpret pictorial representations of spatial relationships, i.e. observes objects from different positions & identifies similarities and differences. - Begins to match the correct number of 1p coins to an appropriate number. 	<ul style="list-style-type: none"> Recognise coins, solves simple addition and subtraction problems using money (real). - Begin to be aware of the standard units of measure in time, distance and weight. - Order and sequence a series of events. - Compare different units of time, i.e. days of the week, o'clock times, minutes, hours and days. - Uses vocabulary of reflection and symmetry to describe patterns, pictures and shapes. - Using a programmable toy, plan a route, which involves using positional language

Problem Solving

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> - Order pictures to sequence a daily event, i.e. getting up in the morning. - Arrange a collection of objects into different sized boxes box. - Make a pattern using natural materials using a suggested number of objects. - Describe or draw a model they want to make with construction blocks. Make a model which reflects the description. - Match the correct numeral to the number of objects in each box. - How many 2-D shapes can you find in the picture, which are the same shape? 	<ul style="list-style-type: none"> - Large numerals placed in trees. Number line to 20. Children to recognise a number on the tree and find the matching number on the number line – are they able to represent their number with the correct number of objects? - 3 different sized cut-out xmas trees with 3 different sized coloured baubles. Extend by adding numerals to reverse of baubles. - 3D objects – a variety of objects with a slope to investigate rolling down a slope-sorting, naming 3D shapes, properties of 3D shapes. - Read “Mr. Archimedes Bath”. Set up a water tray with the contents of the story- Capacity/ positional lang/use developing maths ideas and methods to solve practical problems. - ‘ Bean Bag throw’ 3 buckets labelled clearly 1,2, 3. children to throw each of the 3 beanbags and mark down their score on nearby positioned blackboard. 	<ul style="list-style-type: none"> - Use simple properties of 3D shapes to sort and classify and identify suitable shapes to solve problems. - Records, using marks they can interpret and explain. 	<ul style="list-style-type: none"> - Ribbons-a washing line with a basket full of ribbons of varying length and material-size language such as “big”, “little”, long/longest/longer, short/shortest/shorter. 	<ul style="list-style-type: none"> - Prepare a minimum of 4 pictures of the sequence of a nursery rhyme. Adult to ask children to find the correct numeral card to go with each picture, use vocabulary such as, first, next, second .. 	<ul style="list-style-type: none"> - Investigate how many different patterns can be made using a range of objects. - Skittles- 10 bottles labelled with numerals 1-10 filled (half way) with water, bean bags to throw-counting 1-10, numeral recognition 1-10, beginning to use vocabulary involved in addition and subtraction.