

EYFS- Maths						
	Autumn 1- Fundamentals of Mathematics	Autumn 2- Patterns & Position/direction	Spring 1- Number	Spring 2- Shape	Summer 1- Number	Summer 2- Measure
Planned PFA Links	Numeracy- recognising & writing numbers.	Following instructions Understanding directions	Numeracy- recognising & writing numbers.		Numeracy- recognising & writing numbers.	
Planned Cultural Capital Opportunities		Play opportunities- creating patterns: in Forest school, from natural materials, in class, in the playground.		Play opportunities- to build using a range of building blocks and shapes	Role play opportunities- shop set up in the classroom.	Play opportunities- to measure capacity through a range of sand and water play.
Planned Reading Opportunities	Ten in the bed Spot can count How many seeds in a pumpkin? Counting rhymes	A very hungry caterpillar	Handa's Hen One duck stuck Ten friendly fish	Round is a mooncake Brown Rabbit's shapes The shape of my heart	One is a snail, ten is a crab On the launch pad 1 to 20 Animals Aplenty	Goldilocks and the three bears How much does a ladybird weigh? Jack and the beanstalk
Notes for topics	Number to be repeated throughout the year, work through in order.		Number to be repeated throughout the year, work through in order.		Number to be repeated throughout the year, work through in order.	
Planned Key Vocabulary (Topic specific)	Number Organise, categorise, separate, groups, same, different, similarities, differences, counting, give me, sequence, more, less, a lot, added, taken away, number names: zero, one, two, three, four, five, six, seven, eight, nine, ten, quantity, how many, formation, mark making.	Patterns: Pattern, repeating, pictures, symbols, stripes, spots, first, then, next, again, same, different. Positional language: above, below, under, on, left, right, straight, behind, top, bottom, front, near, outside, inside, up, down, in, out.	Number Organise, categorise, separate, groups, same, different, similarities, differences, counting, give me, sequence, more, less, a lot, added, taken away, number names: zero, one, two, three, four, five, six, seven, eight, nine, ten, quantity, how many, formation, mark making, total, age, birthday, numeral.	Shape Shapes, jigsaws, fit, space, 2D, flat, 3D, solid, square, circle, triangle, rectangle, round, tall, thin, small, big, large, structure, building, blocks, construction, tall, environment, wheels, windows, doors, signs etc,	Number Organise, categorise, separate, groups, same, different, similarities, differences, counting, give me, sequence, more, less, fewer, a lot, added, taken away, quantity, number names zero to twenty, addition, plus, add, sum, subtraction, subtract, take-away, minus, total, equals, altogether, double, lots of, half, share, divide,	Measure Size, large, big, small, little, Capacity, full, empty, half-full, half-empty, container, Weight, heavy, light, heavier, lighter, weigh, Length, Height, long, short, longer, shorted measure, compare
Objectives	<ul style="list-style-type: none"> Take part in finger rhymes with numbers. React to changes of amount in a group of up to three items. Compare amounts, saying 'lots', 'more' or 'same'. Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' Fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. 	<ul style="list-style-type: none"> Notice patterns and arrange things in patterns. Talk about the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Identifies the patterns around them. Uses informal language like 'pointy', 'spotty', 'blobs' etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' Continue repeating patterns. 	<ul style="list-style-type: none"> Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'. Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–5. 	<ul style="list-style-type: none"> Climb and squeezing selves into different types of spaces. Build with a range of resources. Complete inset puzzles. Talk about and explore 2D (for example, circles, rectangles, triangles) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Talk about and explore 2D and 3D shapes (for example, cubes, cuboids, pyramid) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. 	<p>ELGs</p> <p>Number</p> <ul style="list-style-type: none"> 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. <p>Numerical Patterns</p> <ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity 	<ul style="list-style-type: none"> Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. Make comparisons between objects relating to size. Make comparisons between objects relating to length. Make comparisons between objects relating to weight. Make comparisons between objects relating to capacity. Compare length. Compare weight. Compare capacity.

	<ul style="list-style-type: none"> • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks to represent number. • Experiments to represent number using some numerals. 	<ul style="list-style-type: none"> • Copy repeating patterns. • Create repeating patterns. • Understand position through words alone – for example, "The bag is under the table," – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'. 	<ul style="list-style-type: none"> • Automatically recall number bonds for numbers 0–10. <p>Count objects, actions and sounds.</p>	<ul style="list-style-type: none"> • Combine shapes to make new ones – an arch, a bigger triangle etc. • 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. 	<p><i>is greater than, less than or the same as the other quantity.</i></p> <ul style="list-style-type: none"> • <i>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</i> 	
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