

EYFS Long Term Plan-Mathematics

	ELGs- Number <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. 			ELGs- Numerical Patterns <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 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 		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
School BIG Question	Cycle 1 Who Am I? Cycle 2		Cycle 1 What is my heritage and culture? Cycle 2		Cycle 1 Local History/Geography study Cycle 2	
Year Group Line of Enquiry	Amazing Me!	Let's Celebrate!	People Who Help Us	Ready, Steady, Grow!	Down on the Farm	Under the sea
Quality Text	Grandpa – John Burningham; Owl Babies – Martin Waddell; Wanted: The Perfect Pet – Fiona Robertson Lost and Found – Oliver Jeffers; A Great Big Cuddle: Poems for the Very Young – Michael Rosen and Chris Riddell;	Non-fiction texts about Divali, hannukah, bonfire night, advent, Christmas Binny's Diwali by Thrity Umrigar & Nidhi Chanani	The Three Little Pigs-Trad. What do people do all day? – Richard Scarry A Place called Home – Kate Baker I Love Chinese New Year Eva Wong Nava & Li Xin	Jack and the Beanstalk The Very Hungry Caterpillar The little Red Hen-Trad Where food comes from: Seeds to Bread by Sarah Ridley	Farmer Duck What the ladybird heard The Pig in the Pond by Martin Waddell and Jill Barton	Rainbow Fish Pirates Love Underpants Harry saves the Ocean – Sylvia Fae Michael Recycle – Ellie Bethel The dinosaur who pooped a pirate The dinosaur who pooped a princess
Visits and visitors	None this term	<ul style="list-style-type: none"> • Visit - to the church (no cost) • Visit – Corby library and theatre visit, Or pantomime. (cost) Visitor from school community to talk about Diwali? (no cost)	<ul style="list-style-type: none"> • Visitors- Police, Fire service, dentist, (no cost) • Visitor from school community to talk about Chinese New Year? (no cost) 	This term or next term - Visit - Kingswood (cost)	Visit – Farm (cost)	<ul style="list-style-type: none"> • Princess/mermaid and Pirate Experience Day in school (no cost)

			This term or next term - Visit - Kingswood (cost)			
Number	<p><i>During the Autumn term children will learn to:</i></p> <ul style="list-style-type: none"> Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value 	<p><i>During the Autumn term children will learn to:</i></p> <ul style="list-style-type: none"> Count objects, actions and sounds. Subitise to 5 Talk about the different ways that amounts up to 5 can be made. Link the number symbol (numeral) with its cardinal number value. Represent amounts to 5 using a ten frame and part, part, whole model. 	<p><i>During the Spring term children will learn to:</i></p> <ul style="list-style-type: none"> Count objects, actions and sounds to 10. Subitise to 10. Link the number symbol (numeral) with its cardinal number value Count beyond ten. Link subtraction facts to composition of numbers to 5. 	<p><i>During the Spring term children will learn to:</i></p> <ul style="list-style-type: none"> Count objects, actions and sounds to 10. Subitise to 10 . Link the number symbol (numeral) with its cardinal number value Count beyond ten. Recall some double facts Represent amounts to 10 using a ten frame and part, part, whole model. 	<p><i>During the Summer term children will learn to:</i></p> <ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number. 	<p><i>During the Summer term children will learn to:</i></p> <ul style="list-style-type: none"> Automatically recall number bonds to 10 including doubles.

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Numerical Patterns	<ul style="list-style-type: none"> • Begin to count objects accurately to 10 using one to one correspondence. • Understand the 'one more than/one less than' relationship between consecutive numbers. 	<ul style="list-style-type: none"> • Count objects accurately to 10 using one to one correspondence • Identify when objects have the same, less than or more than. • Understand the 'one more than/one less than' relationship between consecutive numbers. • Recognise numbers to 10 and put them in order. 	<ul style="list-style-type: none"> • Recognise patterns within number. 	<ul style="list-style-type: none"> • Recognize the pattern of the counting system to help count beyond 10. 	<ul style="list-style-type: none"> • Count beyond ten recognising the pattern of the counting system. • Compare quantities to 10 . 	<ul style="list-style-type: none"> • Verbally count beyond 20. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Shape</p>	<ul style="list-style-type: none"> • Select, rotate and manipulate shapes to develop spatial reasoning skills. • Use some shape names. • Use some prepositional language. 	<ul style="list-style-type: none"> • Continue, copy and create repeating patterns. • Compare length, weight and capacity. • Understand prepositional language. 	<ul style="list-style-type: none"> • Select, rotate and manipulate shapes to develop spatial reasoning skills. • Compare length, weight and capacity • Use mathematical language to compare and talk about shape and size. 	<ul style="list-style-type: none"> • Select, rotate and manipulate shapes to develop spatial reasoning skills. • Compare length, weight and capacity. • Use mathematical language to compare and talk about shape and size. • 	<ul style="list-style-type: none"> • Continue, copy and create repeating patterns. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. • Use mathematical language to describe and compare size, shape, length, weight and position. 	<ul style="list-style-type: none"> • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. • Use mathematical language to describe and compare size, shape, length, weight and position.
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