Mathematics

EYFS Long Term Plan-Mathematics

	ELGs- 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.			**ELGs- 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		
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
School BIG Question	**Who Am I?**		**What is my heritage and culture?**		**Local History/Geography study**	
Year Group Line of Enquiry	**Amazing Me!**	**Let's Celebrate!**	**People Who Help Us**	**Ready, Steady, Grow!**	**Under the sea**	**Down on the Farm**
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	Rainbow Fish Pirates Love Underpants Michael Recycle – Ellie Bethel Harry saves the Ocean – Sylva Fae	Farmer Duck What the ladybird heard The Pig in the Pond by Martin Waddell and Jill Barton
Visits and visitors	None this term	• Visit - to the church (no cost) • Visit – Corby library and theatre visit, Gruffalo's Child (5/10) Or pantomime. (cost) Visitor from school community to talk about Diwali? (no cost)	• Visitors- Police, Fire service, dentist, (no cost) • Visitor from school community to talk about Chinese New Year? (no cost)	• Visit- Stratford Butterfly Farm (cost)	Princess/mermaid and Pirate Experience Day in school (no cost)	Visit – Farm (West Lodge) (cost)

Mathematics

			This term or next term - Visit - Kingswood (cost)			
	*During the **Autumn** term children will learn to:*	*During the **Autumn** term children will learn to:*	*During the **Spring** term children will learn to:*	*During the **Spring** term children will learn to:*	*During the **Summer** term children will learn to:*	*During the **Summer** term children will learn to:*
Number	• Count objects, actions and sounds. • Subitise. • Link the number symbol (numeral) with its cardinal number value	• 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.	• 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.	• 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.	• Have a deep understanding of number to 10, including the composition of each number.	• Automatically recall number bonds to 10 including doubles.

2

Mathematics

Numerical Patterns	• Begin to count objects accurately to 10 using one to one correspondence. • Understand the 'one more than/one less than' relationship between consecutive numbers.	• 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.	• Recognise patterns within number.	• Recognize the pattern of the counting system to help count beyond 10.	• Count beyond ten recognising the pattern of the counting system. • Compare quantities to 10 .	• 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.

Mathematics

Shape						
	• Select, rotate and manipulate shapes to develop spatial reasoning skills. • Use some shape names. • Use some prepositional language.	• Continue, copy and create repeating patterns. • Compare length, weight and capacity. • Understand prepositional language.	• 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.	• 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. •	• 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.	• 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.