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**
Year Group Line of Enquiry	**Amazing Me!**	**Let's Celebrate!**	**Helping Hands**	**Ready, Steady, Grow!**	**Down on the Farm**	**Under the sea**
Quality Text	Owl Babies by Martin Waddell; Wanted: The Perfect Pet by Fiona Robertson Lost and Found by Oliver Jeffers; A Great Big Cuddle: Poems for the Very Young – Michael Rosen and Chris Riddell; **CLPE – The Power of Reading** Hello, friend! By Rebecca Cobb Everywhere Bear by Julia Donaldson **Maths No Problem** Rosy Red Magic Oven This 'n That	Non-fiction texts about Divali, Hannukah, Bonfire Night, Advent, Christmas Binny's Diwali by Thrity Umrigar & Nidhi Chanani **CLPE – The Power of Reading** No Dinner! By Jessica Souhami Lulu's Nana Visits by Alanna **Maths No Problem** Rosy Red Magic Oven This 'n That	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 **CLPE – The Power of Reading** Jabari Tries by Gaia Cornwall Stanley's Stick by John Hegley **Maths No Problem** Playmates Rosy Red Magic Oven This 'n That	Jack and the Beanstalk Oliver's Vegetables Errol's Garden The Very Hungry Caterpillar The little Red Hen-Trad Where food comes from: Seeds to Bread by Sarah Ridley **CLPE – The Power of Reading** Erols Garden by Gillian Hibbs Yucky Worms by Vivian French **Maths No Problem** Playmates Rosy Red Magic Oven This 'n That	Farmer Duck What the ladybird heard The Pig in the Pond by Martin Waddell and Jill Barton **CLPE – The Power of Reading** What the Ladybird Heard by Julia Donaldson Bog Baby by Jeanne Willis **Maths No Problem** Playmates Rosy Red Magic Oven This 'n That	Rainbow Fish Pirates Love Underpants Harry saves the Ocean – Sylva Fae Michael Recycle – Ellie Bethel The dinosaur who pooped a pirate The dinosaur who pooped a princess **CLPE – The Power of Reading** Surprising Sharks by Nicola Davies Billy's Bucket by Kes Gray **Maths No Problem** Playmates Rosy Red Magic Oven This 'n That
Visits and visitors	None this term	• Visit -to the church (no cost) Visitor from school community to talk about Diwali (no cost)	• Visitors- Police, Fire service, dentist, (no cost)	Butterflies	Visit – Farm (cost)	• Princess/mermaid and Pirate Experience Day in school (no cost)

			• Visitor from school community to talk about Chinese New Year (no cost) Visit - Kingswood (cost)			
Number	*During the **Autumn** term children will learn to:* • Count objects, actions and sounds. • Link the number symbol (numeral) with its cardinal number value.	*During the **Autumn** term children will learn to:* • Count objects, actions and sounds. • Subitise • 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.	*During the **Spring** term children will learn to:* • Count objects, actions and sounds to 10. • Subitise to 5. • Link the number symbol (numeral) with its cardinal number value • Count beyond ten. • Link subtraction facts to composition of numbers to 5. • Have a deep understanding of numbers up to 10, including the composition of each number.	*During the **Spring** term children will learn to:* • Count objects, actions and sounds to 10. • Subitise to 5. • Link the number symbol (numeral) with its cardinal number value • Count beyond ten. • Have a deep understanding of numbers up to 10, including the composition of each number. • Recall some double facts • Represent amounts to 10 using a ten	*During the **Summer** term children will learn to:* • Subitise to 10. • Have a deep understanding of number to 10, including the composition of each number. • To count on from 5. • To count on and back from any number to 10 and then 20. • To add on a ten frame.	*During the **Summer** term children will learn to:* • Subitise to 10. • Automatically recall number bonds to 5 and some to 10 including doubles.

				frame and part, part, whole model.		

Numerical Patterns	• Compare quantities up to 10 in different contexts. • Explore and represent patterns within numbers up to 10. • Begin to count objects accurately to 10 using one to one correspondence. • Understand the 'one more than/one less than' relationship between consecutive numbers. • Have a deep understanding of numbers up to 10. • To match by simple properties, function, number, different orientations and other properties. • To sort objects by shape, to identify sorting rules, to match amounts.	• Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 • 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 5 and put them in order. • To order and sequence events	• Recognise patterns within number. • Compare quantities up to 10 in different contexts. • Automatically recall number bonds to 5 and some to 10, including doubles.	• Automatically recall number bonds to 5 and some to 10, including doubles. • Explore and represent patterns in numbers up to 10.	• Count beyond ten recognising the pattern of the counting system. • Compare quantities to 10. • Explore and represent patterns within numbers up 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.

	• To sort and compare objects. • To identify and continue patterns.					
Shape	• Select, rotate and manipulate shapes to develop spatial reasoning skills. • Use some shape names. • To identify and continue patterns.	• Compare and identify 2D shapes • Continue, copy and create repeating patterns. • Understand positional 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 2D and 3D shapes to develop spatial reasoning skills. • Compare height, length and capacity using non-standard units. • To begin to use a ruler to compare heights. • Use mathematical language to compare and talk about 2D and 3D 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 weight and capacity.