# Clavering Primary School EYFS

# Mathematics Long Term Plan

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| Autumn 1 | ▪ Baseline-assess – teacher assess and Statutory Govt Baseline<br>▪ Counting objects actions and sounds<br>▪ Subitising<br>▪ Matching quantities with numerals.<br>▪ Numerals 1-5 counting, matching quantities to numerals (link the symbol to its cardinal value),<br>▪ Represent numbers in a variety of ways 1-5 |
| Autumn 2 | ▪ Numerals 6-10 -Matching quantities to numerals linking symbol to cardinal value. Know that the last number when counting is the total. Numerical patterns - ordering numbers - begin to understand the concept of one more than/ one less than/ the same understanding the relationship of consecutive numbers (using concrete objects)<br>▪ Part- part whole.<br>▪ Composition of numbers (link to conceptual subitising, there are three here and three here so there must be six)<br>▪ **Sustained focus on each number – continue/revisit all year**<br>▪ Number bonds 2,3,4,5, 6, 7, 8, 9, 10<br>▪ Addition concrete using resources. Introduce sign. Begin to read number sentences<br>▪ Addition pictorial/ abstract. Begin to write number sentences.<br>▪ Assess and revisit |
| Spring 1 | ▪ Number bonds – revisit to 5, EXT to 10<br>▪ Doubling (up to 5) Concrete using resources. Use sign. Read and write number sentences<br>▪ Subtraction concrete using resources. Introduce sign. Pictorial/ abstract. Read and write number sentences<br>▪ Subtraction facts – recall number bonds to 5<br>▪ Part-part whole subtraction facts.<br>▪ Sharing/ division (between 2 and more than 2)<br>▪ Halving – Halve shapes and numbers.<br>▪ Assess. |
| Spring 2 | ▪ Numbers 11-20 – Recognising numerals and their value, ordering numbers<br>▪ Numbers 11-20 - Recognise patterns, partitioning<br>▪ 2D Shape – Shape names and properties, compose and decompose shapes, recognise a shape can have shapes within. |

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| | ▪ 2D Shape – Select, rotate and manipulate shapes to develop spatial reasoning (copy increasingly complex 2D pictures and patterns), tangrams,<br>▪ 3D Shape – Shape names and properties, rotate and manipulate shapes to develop spatial reasoning (copy increasingly complex 3D pictures, patterns and models), construction tiles, tangrams, blocks, building sets, finding 2D shapes within 3D shapes<br>▪ Assess |
| Summer 1 | ▪ Revisit patterns – shape patterns, number patterns and tracks, counting patterns<br>▪ Measuring length and height<br>▪ Measuring weight and capacity<br>▪ Counting in 2s (grouping), odd and even<br>▪ Time<br>▪ Money |
| Summer 2 | ▪ Revision of number<br>▪ Counting in 2s (lots of)<br>▪ Counting in 10s (lots of)<br>▪ Revision of number<br>▪ Assess |