








EYFS Maths Long Term Plan

Mathematics				
Daily	<ul style="list-style-type: none"> • Calendar • Visual timetable –sequence of events • Self registration on five frames – noticing / subitising NURSERY <ul style="list-style-type: none"> • Daily reciting of numbers past 5 • Head counts- counting beyond 20 			
Key vocabulary and mathematical equipment	Cardinal	The number that identifies how many there are in a set	Five Frames	
	Numeral	The written symbol for a number e.g. 1, 2, 3	Numicon	
	Subitise	Instantly recognise a small quantity without having to count how many there are.	Fingers	
	More and fewer; more than and fewer than	Used when talking about an amount of objects	Ten Frames	
	More and less; more than and less than	Used when talking about the number e.g. 2 is less than 4.	Cubes	
			Numerals	
			Real life objects	
Taught in provision	<ul style="list-style-type: none"> • Link numerals to amounts • Real life problems with numbers • Select shapes appropriately • Combine shapes to make new ones • Experiments with their own symbols, marks and numerals • Compare quantities using language: ‘more than’, ‘fewer than’. <ul style="list-style-type: none"> • Capacity (sand and water areas) & Weight • Maths rainbow challenge RECEPTION • Money (penny reward system and class shop) RECEPTION 			

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	Wild Woods (Aut 1)	TERRIFIC TALES (Aut 2)	AMAZING ANIMALS (Spr 1)	COME OUTSIDE (Spr 2)	WONDERFUL WATER (Sum 1)	HOLLIN'S HEROS (Sum 2)
Discrete teaching in Nursery	Subitising / fast recognition of 1,2 and 3 Show fingers up to 3 Simple positional language	Subitising / fast recognition of 1,2 and 3 Show fingers up to 3 More than fewer than Size language Recognise pattern Extend positional language Recite numbers past 5.	Subitising / fast recognition of 1,2,3 & 4 Show fingers up to 4 More than / fewer than Say one number for each item Cardinal Principle Recognise pattern Extend and create ABAB patterns – Notice and correct an error in a repeating pattern.	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. Shape properties	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. Comparing Capacity / Weight	Shape properties Size language Notice and correct an error in a repeating pattern.
Discrete teaching in Reception	Introduction to the number of the day. One to one touch counting 1-10. Matching numeral to Quantity 1-10.	Introducing one more than a given number. Introducing one less than a given number. Identifying and writing numerals beyond 10.	Introducing simple addition. Calculating and generating a number sentence for one more. Addition up to 10 – counting on and forming a number sentence.	Number bonds within 10. Doubles to 10. Halving numbers.	Re-visit ordering numbers to 20. Count beyond 20. Odd and even numbers Counting in 2's Greater than & Less than	Number Bonds – instant re-call **assess for ELG** R- Addition – writing and calculating number sentences. **assess for ELG** Subtraction– writing and calculating number sentences.

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	<p>Identifying and grouping colours.</p> <p>Introduction to subitising 1-5.</p> <p>Writing numerals 1-10.</p> <p>Exposure to data handling – tally chart & pictogram</p>	<p>Ordering numbers to 0-20</p> <p>Introduction to 2D shapes.</p> <p>Introduction to 3D shapes.</p> <p style="text-align: center;">-</p>	<p>Addition using a 10's frame and numicon.</p> <p>Introducing simple subtraction.</p> <p>Calculating and generating a number sentence for one less.</p> <p>Subtraction within 10</p> <p>Subtraction using a 10's frame and numicon.</p>			<p>**assess for ELG**</p> <p>Doubles – re-call of doubling fact.</p> <p>**assess for ELG**</p> <p>Re-visit 2D shapes</p> <p>Re-visit 3D Shapes</p>
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