

	<u>Autumn 1</u>	<u>Autumn 2</u>		<u>Spring 1</u>		<u>Spring 2</u>		<u>Summer 1</u>		<u>Summer 2</u>	
Potential Themes/ Interests of children	<u>YEAR 1 AND 2</u> All About Me Autumn	<u>YEAR 1</u> People Who Help Us Christmas	<u>YEAR 2</u> Nocturnal Animals Christmas	<u>YEAR 1</u> Reptiles/ Dinosaurs Winter	<u>YEAR 2</u> Space Winter	<u>YEAR 1</u> Fairytales/ Growing Easter/ Spring	<u>YEAR 2</u> Farm Easter/ Spring	<u>YEAR 1</u> Under the Sea	<u>YEAR 2</u> Bees	<u>YEAR 1</u> Pirates Summer	<u>YEAR 2</u> Holidays/ Transport Summer
Possible Celebrations & Experiences	<i>Starting School</i> <i>Autumn</i> <i>Black History Month</i> <i>Diwali</i>	Diwali Bonfire Night, Children in Need Remembrance Day National Nursery Rhyme Week Advent Christmas		Valentine's Day Lunar New Year Chinese New Year		World Book Day Comic Relief Mothers' Day				Fathers' Day Sports Day Transition	

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	various activities and daily routines, adults to ask children for one of something and support children who are still learning to do this.	two of something and support children who are still learning to do this.	something and support children who are still learning to do this, activities based on more than and fewer than.	of something and support children who are still learning to do this, activities based on more than and fewer than.	something and support children who are still learning to do this, dice and track guided activities and within the nursery provision.	many are down, children Subitising using dice, numicon or dot cards, children counting to 10 and beyond during games, in adult guided groups or independently in play.
NURSERY Shape, Space and Measure Intent Vocabulary Implementation	Children play with shapes and begin to make pictures with them. Children build a simple jigsaw. Shape, shape names, together, new shape, pictures and images, jigsaw, missing, turn, tessellate. Children to have access to shapes to play with and build pictures with, children to have access to puzzles to complete.	Children begin to describe the height and size of something using the terms 'tall' or 'short' and 'big' or 'small'. Compare, big, small, tall, short, different. Adults modelling the use of vocabulary, children completing activities based on height and size comparison.	Children use positional language 'in', 'out', 'on'. Children find shapes in the environment and use 3D shapes to build models. In, out, on, shape, shape names, 3d shape, shape names, build, model, flat surface, smooth surface, curved surface. Adults modelling the use of positional language. 3D Shapes available in provision for children to build with – adults modelling this and modelling the use of curves shapes Vs flat shapes.	Children use the terms 'long' and 'short' when describing height and size. Children understand and follow the instructions 'forwards' and 'backwards'. Long, short, describe, compare, height, size, forwards, backwards. Adults modelling the use of language, modelling forwards and backwards and playing games involving the skill.	Children begin to understand what a pattern is and follow a 2 part simple pattern. Children begin to describe and name some simple shapes – circle, square, triangle. Pattern, repeat, colour names, follow, copy, name, describe, shape, shape names, circle, square, triangle. Adults explaining what a pattern is and the rules of a repeating pattern, patterns in provision and activities, shapes for children to play with and use.	Children describe weight using 'heavy, light. Children copy or create a 2 part pattern. Children understand and use a range of prepositional language. Heavy, light, weight, heavier, lighter, pattern, colour, repeat, up, down, under, on top, near, next to, across Children taking part in weight exploration tasks, children completing pattern tasks in guided activities, adults modelling prepositional language and supporting children

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						to use these terms too.
WHITE ROSE MATHS LINKS	UNITS COVERED • Comparison 1 – more than, fewer than, same • Shape, Space and Measure 1 – Explore and build with shapes and objects • Pattern 1 – Explore Repeats • Counting 1 – Hear and say number names • Counting 2 – Begin to order number names • Subitising – I see 1,2, 3 • Pattern 2 – Join is with repeats • Shape, Space and Measure 2 – Explore position and space • Subitising 2 – Show me 1, 2, 3 • Counting – Move and label 1, 2, 3	Objectives covered: Exploring colours Matching colours Naming colours Finding a matching pair Exploring same and different Sort objects by colour, shape and size Identifying sorting rules Explaining what they notice Identifying the numeral 1 and 2 Subitising 1 and 2 Counting 1 and 2 Developing 1-1 correspondence Developing counting skill and technique	UNITS COVERED • Shape, Space and Measure 3 – Explore position and routes • Pattern 3 – Explore Patterns • Counting 4 – Take and give 1, 2, 3 • Shape, Sapce and Measure 4 – Match, talk, poush and pull • Subitising 3 – Talk about dots • Comparison2 - Compare and sort collections • Pattern 4 – Lead on own repeats	Objectives covered: Identifying the numeral 3, 4, 5, 6 Subitising 3, 4, 5, 6 Counting 123456 Developing 1-1 correspondence Developing counting skill and technique Introduction to length and height Introduction to measurement related vocabulary Introduction to weight Learn about 2D shapes Introduction to mass related vocabulary Introduction to capacity Introduction to capacity related vocabulary	UNITS COVERED • Shape, Space and measure 5 – Start to puzzle • Pattern 5 – Making Patterns together • Subitising 4 – Make games and actions • Counting 5 – Show me 5 • Pattern 6 – My own pattern • Counting 6 – Stop at 1,2,3,4,5 • Comparision 3 – Match, sort, compare	Objectives covered: Learning the days of the week - Learning the routine Sequencing the day and activities Learning and understanding positional language. Adding one more -Taking one away Ordering numerals to 5 -Estimating Exploring and naming 2D shapes Using shapes to build pictures Exploring and naming 3D shapes Comparing more and less - Counting amounts Building and splitting numbers in different ways

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	Exploring and extending AB colour patterns Copying and creating AB movement patterns Fixing patterns				Developing an in-depth understanding of which number comes next 1-5 and before 0-5. Getting ready for Reception	
The Reception Year provides the foundation for mathematical skills the children will build upon in Year one.	Number and place value (within 20): use the language of: equal to, more than, less than (fewer), most, least Identify and represent numbers using objects and pictorial representations including the number line	Addition and subtraction (within 20) (addition and subtraction Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) sign Read and write numbers from 1 to 20 in numerals and words	Number and place value (within 100): Begin to recognise the place value of each digit in a two-digit number (tens, ones)	Fractions: Recognise, find and name a half as one of two equal parts of an object, shape or quantity	Fractions: Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity	Multiplication and Division: count in multiples of twos, fives and tens solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations
	Comparing & Estimating: compare, describe and solve practical problems for: lengths and heights, mass/weight, time	Number Bonds: Represent and use number bonds and related subtraction facts within 20	Shape: Recognise and name common 2-D and 3-D shapes,	Positional Language: Describe position, direction and movement, including half, quarter and threequarter turns	Money: Recognise and know the value of different denominations of coins and notes	Time: Tell the time to the hour and half past the hour Recognise and use language relating to dates, including days of the week, weeks, months and years
RECEPTION Ongoing Mathematical skills developed throughout the year	• Linking the number symbol with its cardinal number value. • Counting beyond ten. • Comparing numbers. • Understanding the 'one more/one less than' relationship between consecutive numbers. • Comparing length, weight, and capacity. • Select, rotate, and manipulate shapes to develop spatial reasoning skills.					

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	Composing and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.					
RECEPTION Mathematical knowledge regularly revisited						
Intent	Children develop knowledge of routines, ability to compare measures, verbally count and sing rhymes. Children continue to subitise to 3	Children count objects, actions, and sounds. Children subitise to 5	Children develop/consolidate their subitising skills to 5. Children develop knowledge of 2D shapes and are able to give one more and one less. Children recall number bonds 0-5	Children explore the composition of numbers to 8. Children continues to subitise and recall number bonds 0-8.	Children explore the composition of numbers to 10. Children subitise (conceptual). Children develop their automatic recall number bonds 0-10	Children explore the composition of numbers beyond 10. Children subitise (conceptual) Children have automatic recall number bonds 0-10
Vocabulary	Happen, now, next, after that, smaller, larger, smallest, largest, number names, words to numbers songs.	Number names, count, without counting, how many.	Count, without counting, how many, shape, shape names, flat, sides, corners, smooth, one more, one less, adding one, taking one, bigger, smaller.	Number, number names, addition, count, without counting, how many, number bonds.	Number, number names, count, addition, larger, smaller, odd, even, more, less, number bonds.	Number, number names, count, addition, larger, smaller, odd, even, more, less, number bonds.
Implementation	Using a visual timetable to explain the day, water tray exploration, balance pan exploration, singing number rhyme songs daily including	Model counting objects correctly and incorrectly. Count my claps. Count how many coins in the pot with eyes closed.	Dot cards to subitise with, 2d shapes in provision and around the classroom for children to find, number lines in the classroom for children	Dot cards to subitise with, tens frames with numbers to 8 for children to use, exploration of each number – working systematically to find	Continue to access mathematical continuous provision – tens frames, numicon, using Subitising dot plates and images, number	Continue to access mathematical continuous provision – tens frames, numicon, using Subitising dot plates and

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	props and actions – fingers.	Dot cards to subitise with.	to model one more and one less, starter activities to recap prior learning.	all the ways to make each number.	bond songs and using fingers to find answers.	images, number bond songs and using fingers to find answers.
White Rose Maths EYFS Overview Where White Rose 'Number-related' topics are indicated a combination of the unit and NCETM to be used.	Getting to Know you: Build trusting relationships Ensure children have good levels of well-being and involvement to be ready to learn. Match, Sort and Compare : Matching objects Match pictures and objects Identify a set Sort objects to a type Exploring sorting techniques Create sorting rules Compare amounts Talk about Measures and Patterns: Compare size Compare mass Compare capacity Explore simple patterns Copy and continue simple patterns Create simple patterns	It' me 1,2,3!: Find 1, 2 and 3 Subitise 1, 2 and 3 Represent 1, 2 and 3 1 more 1 less Composition of 1, 2 and 3 Circles and Triangles: Identify and name circles and triangles Compare circles and triangles Shapes in the environment Describe position 1, 2, 3, 4, 5 : Find 4 and 5 Subitise 4 and 5 Represent 4 and 5 1 more 1 less Composition of 4 and 5 Composition of 1 – 5 Shapes with 4 sides:	Alive in 5: Introduce zero Find 0 to 5 Subitise 0 to 5 Represent 0 to 5 Mass and Capacity: Compare mass Find a balance Explore capacity Compare capacity	Growing 6,7,8 (Continued): Find 6,7,8 -Represent 6,7,8 -1 more -1 less -Composition of 6, 7, 8 Length, Height and Time : Explore Length Compare Length Explore Height Compare Height Building 9 and 10 Find 9 and 10 Compare numbers to 10 Represent 9 and 10 Conceptual subitising to 10 Explore 3D shape -Recognise and name 3D shapes -Find 2D Shapes within 3D shapes -Use 3D Shapes for tasks	To 20 and Beyond: - Build Numbers beyond 10 (10 – 13) Continue patterns beyond 10 (10 -13) Build numbers beyond 10 (14 – 20) How Many Now? -Add more -How many did I add? -Take away -How many did I take away? Manipulate, compose and decompose Select shapes for a purpose Rotate shapes Manipulate shapes Explain shape arrangements Compose shapes - Decompose shapes - Copy 2-D shape pictures - Find 2-D shapes within 3-D shapes (2 lessons) - Checkpoints	Sharing and grouping Explore sharing Sharing (2 lessons) Explore grouping Step 4: Grouping Even and odd sharing (2 lessons) Play with and build doubles (2 lessons) Checkpoints Visualise, build and map Identify units of repeating patterns Create own pattern rules Explore own pattern rules Replicate and build scenes and constructions Visualise from different positions Describe positions Step 4: Give instructions to build Explore mapping Represent maps with models

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		Identify and name shapes with 4 sides. Combine shapes with 4 sides Shapes in the environment My day and night		-3D Shapes in the environment		Create own maps from familiar places Create own maps and plans from story situations Checkpoints Make connections Deepen understanding Patterns and relationships Consolidation
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