

EYFS Maths Long Term Plan

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Baseline week 1-4 Modelling counting in everyday contexts (birth – 3/ 22-36m) Inset puzzles (birth – 3/ 22-36m) Recite numbers past 5 (3& 4/ N) Counting in order past 5 (3& 4/ N) Cardinal principle up to 5 (3& 4/ N) Create repeating patterns (3& 4/ N) Understand position through words alone (3& 4/ N) Discuss locations using positional language (3& 4/ N) Describe a familiar route (3& 4/ N)	Link numerals and amounts up to 5 (3& 4/ N) Finger numbers up to 5 (3& 4/ N) Solving word problems (3& 4/ N) Comparing quantities through modelling vocab such as ‘more’, ‘fewer’, ‘less’ etc. (3& 4/ N) Composition of numbers to 5 (reception) Exploring 2D and 3D shapes, modelling vocab such as ‘sides’, ‘corners’, ‘straight’, ‘flat’, ‘round’ (3& 4/ N) Talk about and identify patterns (3& 4/ N) Select shapes appropriately & experiment to make new ones (3& 4/ N) Talk about patterns of events (3& 4/ N) Describe a familiar route (3& 4/ N) Make comparisons between length, weight and capacity (3& 4/ N) Notice and correct an error in a repeating pattern (3&4/N)	Count objects, actions and sounds (reception) Fast recognition of up to 3 objects/ (3& 4/ N) Fast recognition of up to 3 objects/ (Reception) Cardinal principle in larger sets (3& 4/ N) Composition of finger numbers up to 10 (Reception) Estimating groups (Reception) Quick recognition of numerals/ amounts (Reception) One more/ one less relationship between numbers (Reception) Composition of numbers up to 5 (Reception) Introduce number bonds 0-5 & continue into T4. (reception) Exploring 2D and 3D shapes, modelling vocab such as ‘sides’, ‘corners’, ‘straight’, ‘flat’, ‘round’ (3& 4/ N)	Solving word problems (3& 4/ N) Number bonds; adding and subtraction (reception) Count beyond 10, familiarising with 2 digit numbers (reception) Link numerals with cardinal value up to 10 (Reception) Compare Numbers (Reception) Doubling to 10 (Reception) Halving quantities (Reception) Continue, copy, create, and correct repeating patterns (Reception) Compare length, weight and capacity using a wider vocab (Reception)	Composition of numbers, including number bonds, doubling, halving and sharing (Reception) Odd and evens (Reception/ ELG) Exploring 2D and 3D shapes, modelling vocab such as ‘sides’, ‘corners’, ‘straight’, ‘flat’, ‘round’ (3& 4/ N) Conceptual subitising, such as 2 and 2, 3 and 3 etc. (Reception) Pattern of counting beyond 10 (ELG) Compose and decompose shapes; find 2D shapes in 3D shapes (Reception) Comparing quantities with a wider vocab (ELG)	Describe a familiar route (3& 4/ N) Odds and evens (ELG) One more/ one less relationship between numbers (Reception) – Compare numbers through collecting a range of objects, paying attention to the number not the size (Reception) Select, rotate and manipulate shapes in order to develop spatial reasoning skills (Reception)

NB The following statements are taught through continuous provision activities throughout the year-

- Experiment with their own symbols and marks as well as numerals
- Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then’...