



Match and
Sort and
compare

Talk about
measure and
patterns



Reception Autumn

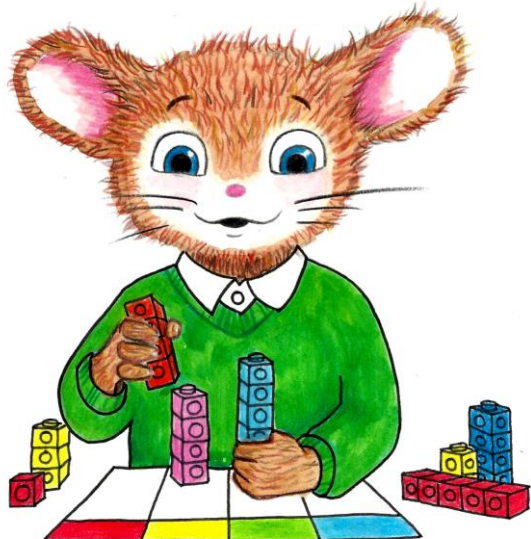


It's me
1,2,3.

Long Term Plan

1,2,3,4,5

Alive in 5



EYFS Overview Small Steps

Autumn

Match Sort and Compare

It's Me 1, 2, 3

Alive in 5

Match Objects

Find 1, 2, 3

Introduce 0

Match Pictures and objects

Subitise 1,2, 3

Find 0 – 5

Identify a set

Represent 1, 2, 3

Subitise 0-5

Sort objects to a type

1 more

Represent 0-5

Exploring sorting techniques

1 less

1 more

Create sorting rules

Composition of 1,2,3

1 less

Compare amounts

Composition

1,2,3,4,5

Conceptual subitising to 5

Talk about Measure and Patterns

Find 4 and 5

Consolidation

Compare size

Subitise 4 and 5

Review of learning for the whole term.

Compare mass

Represent 4 and 5

Compare capacity

1 more

Explore simple patterns

1 less

Copy and continue simple patters

Composition of 4 & 5

Create simple patterns.

Composition of 1-5

EYFS statutory Framework – Autumn

Autumn

Match Sort and Compare	Talk about Measure and Patterns	It's Me 1, 2, 3
<p>Development Matters – Reception – Compare numbers.</p>	<p>Development Matters – 3 and 4-year-olds – Make comparisons between objects relating to size, length, weight and capacity</p> <p>Development Matters – 3 and 4-year-olds – Talk about and identify the patterns around them</p> <ul style="list-style-type: none"> • Development Matters – Reception – Continue, copy and create repeating patterns. • Joins in with simple patterns in sounds, objects, games and stories, dance and movement, predicting what comes next 	<p>Development Matters – Reception – Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value.</p> <ul style="list-style-type: none"> • Development Matters – Reception – Subitise <p>Development Matters – Reception – Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value</p> <p>Development Matters – Reception – Understand the ‘one more than/one less than’ relationship between consecutive numbers</p> <p>Development Matters – Reception – Understand the ‘one more than/one less than’ relationship between consecutive numbers.</p> <ul style="list-style-type: none"> • Development Matters – Reception – Explore the composition of numbers to 10
1,2,3,4,5	Building 5	
<p>. Development Matters – Reception – Link the number symbol (numeral) with its cardinal number value.</p> <ul style="list-style-type: none"> • Development Matters – Reception – Subitise. • Development Matters – Reception – Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value. <ul style="list-style-type: none"> • Development Matters – Reception – Understand the ‘one more than/one less than’ relationship between consecutive numbers.. • Development Matters – Reception – Understand the ‘one more than/one less than’ relationship between consecutive numbers.. • Development Matters – Reception – Explore the composition of numbers to 10. 	<p>Development Matters – Reception – Link the number symbol (numeral) with its cardinal number value. Count objects, actions and sounds. Reception – Subitise. value. Compare numbers.</p> <p>Development Matters – Reception – Understand the ‘one more than/one less than’ relationship between consecutive numbers. Reception – Explore the composition of numbers to 10.</p>	



Growing 6,7
and 8

Building 9
and 10



Reception Spring



Shapes with 4
sides.

Circles and
Triangles

Long Term Plan

Length, Height
and time

Mass and
Capacity

Explore 3D
shapes.



Spring

Growing 6,7 and 8	Circles and Triangles	Length Height and Time
<i>Find 6,7 and 8</i>	<i>Identify and name circles and triangles</i>	<i>Explore length</i>
<i>Represent 6,7 and 8</i>	<i>Compare circle and triangles</i>	<i>Compare length</i>
<i>1 more</i>	<i>Shapes in the environment</i>	<i>Explore height</i>
<i>1 less</i>	<i>Describe position</i>	<i>Compare height</i>
<i>Composition of 6,7 and 8</i>	Mass and Capacity	<i>Talk about time</i>
<i>Make pairs odd and even</i>	<i>Compare mass</i>	<i>Order and sequence time</i>
<i>Double to 8 (make a double)</i>	<i>Find a balance</i>	Mass and Capacity
<i>Combine 2 groups</i>	<i>Explore capacity</i>	<i>Compare mass</i>
<i>Conceptual subitising.</i>	<i>Compare capacity</i>	<i>Find a balance</i>
Building 9 and 10	Length Height and Time	<i>Explore capacity</i>
<i>Find 9 and 10</i>	Shapes with 4 sides	<i>Compare capacity</i>
<i>Compare numbers to 10</i>	<i>Identify and name shapes with 4 sides.</i>	Explore 3D Shapes
<i>Represent 9 and 10</i>	<i>Combine shapes with 4 sides</i>	<i>Recognise and name 3D shapes</i>
<i>Conceptual subitising to 10</i>	<i>Shapes in the environment</i>	<i>Find 2D shapes within 3D shapes</i>
<i>1 more</i>	<i>My day and night</i>	<i>Use 3D shapes for tasks</i>
<i>1 less</i>		<i>3D shapes in the environment</i>
<i>Composition to 10</i>		<i>Identify more complex patterns</i>
<i>Bond to 10 (2 parts)</i>		<i>Copy and continue patterns</i>
<i>Make arrangements of 10</i>		<i>Patterns in the environment.</i>
<i>Bonds to 10 (3 parts)</i>		

National Curriculum Coverage – Spring

Spring						
Growing 6,7 and 8	Building 9 and 10	Circles and Triangles	Shapes with 4 Sides	Length Height and Time	Mass and Capacity	Explore 3D Shapes
<p>Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value.</p> <ul style="list-style-type: none"> • Development Matters – Reception – Understand the ‘one more than/one less than’ relationship between consecutive numbers. <p>– Explore the composition of numbers to 10.</p> <p>Development Matters – Reception – Subitise.</p>	<p>Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value.</p> <p>Compare numbers.</p> <p>Reception – Subitise.</p> <p>Understand the ‘one more than/one less than’ relationship between consecutive numbers.</p> <p>Explore the composition of numbers to 10</p> <ul style="list-style-type: none"> – Automatically recall number bonds for numbers 0–5 and some to 10. 	<p>Development Matters – 3 and 4-year-olds – Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language.</p> <p>Development Matters – 3 and 4-year-olds – Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language.</p> <p>Development Matters – 3 and 4-year-olds Describe a familiar route. Discuss routes and locations, using words like ‘in front of’ and ‘behind’</p>	<ul style="list-style-type: none"> • Development Matters – 3 and 4-year-olds – Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language. • Development Matters – Reception – Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. • Development Matters – 3 and 4-year-olds – Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ 	<p>Compare length, weight and capacity.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’</p>	<p>Compare length, weight and capacity.</p>	<ul style="list-style-type: none"> – Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can Select, rotate and manipulate shapes to develop spatial reasoning skills. 3 and 4-year-olds – Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’, ‘straight’, ‘flat’, ‘round’ Continue, copy and create repeating patterns. Notice and correct an error in a repeating pattern.



To 20 and beyond

How many more?



Reception Summer



Manipulate
Compose and
decompose



Long Term Plan

Sharing
and
Grouping

Visualise
build and
Map

Make
connections



EYFS Overview Small Steps Summer

Summer

Summer		
To 20 and beyond	Manipulate compose and decompose	Visualise Build and Map
<i>Build numbers beyond 10 (10-13)</i>	<i>Select shapes for a purpose</i>	<i>Identify units of repeating patterns</i>
<i>Continue patterns beyond 10 (10-13)</i>	<i>Rotate shapes</i>	<i>Create own pattern rules</i>
<i>Build numbers beyond 10 (14-20)</i>	<i>Manipulate shapes</i>	<i>Explore own pattern rules</i>
<i>Continue patterns beyond 10 (14-20)</i>	<i>Explain shape arrangements</i>	<i>Replicate and build scenes with constructions.</i>
<i>Verbal counting beyond 20</i>	<i>Compose shapes</i>	<i>Visualise from different positions</i>
<i>Verbal counting patterns.</i>	<i>Decompose shapes</i>	<i>Describe positions</i>
How many now?	<i>Copy 2D shape pictures</i>	<i>Give instructions to build</i>
<i>Add more</i>	<i>Find 2D shapes within 3D shapes</i>	<i>Explore mapping</i>
<i>How many did I add?</i>	Sharing and Grouping	<i>Represent maps with models</i>
<i>Take away</i>	<i>Explore sharing</i>	<i>Create own maps from familiar places</i>
<i>How many did I take away?</i>	<i>Explore grouping</i>	<i>Create own maps and plans from story situations.</i>
	<i>Grouping</i>	Make Connections
	<i>Even and Odd sharing</i>	<i>Deepen understanding</i>
	<i>Play with and build doubles</i>	<i>Patterns and relationships.</i>

Summer

To 20 and Beyond	How many now?	Manipulate Compose and Decompose	Sharing and Grouping	Visualise Build and Map	Make Connections
<p>Count beyond ten.</p>	<p>Automatically recall number bonds for numbers 0–5 and some to 10.</p>	<p>– Select, rotate and manipulate shapes to develop spatial reasoning skills</p> <p>– Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p>	<p>Compare numbers. Explore the composition of numbers to 10.</p> <p>– Reception – Automatically recall number bonds for numbers 0–5 and some to 10.</p>	<p>– Continue, copy and create repeating patterns.</p> <p>Discuss routes and locations, using words like ‘in front of’ and ‘behind’</p> <p>Describe a familiar route. Discuss routes and locations, using words like ‘in front of’ and ‘behind’</p> <p>Understand position through words alone – for example, “The bag is under the table,” – with no pointing.</p> <p>Describe a familiar route</p>	<p>Educational Programme for Maths – statutory framework</p>