BEAMISH PRIMARY SCHOOL

EYFS Maths Long Term Plan

School Organisation

Pupils are currently organised within the following classes:

Earth and Mars	Nursery 2 year olds, Nursery 3/4 year olds, Reception
Neptune	Year 1, Year 2, Year 3
Jupiter	Year 4, Year 5, Year 6

EYFS Curriculum

The curriculum across EYFS is planned on a 2 year cycle for nursery and reception. Our curriculum for 2 year olds is bespoke to children's individual needs and follows the EYFS Framework.

Our Early Years Foundation Stage Curriculum supports children's understanding of maths through the planning and teaching of 'Number & Numerical patterns'. Our curriculum for 2-year-olds is bespoke to children's individual needs and follows the EYFS Framework. The curriculum across EYFS is planned on a cycle for nursery and reception.

The staff use their knowledge and expertise to plan for a high-quality learning environment which provides children with lots of opportunities to explore different aspects of number and shape, space and measures and learn new concepts. The children have a wide range of structured play resources available to them throughout the year during "continuous provision". The adults model the use of these resources and the appropriate mathematical language as they support the children in their play.
As with all other Areas of Learning, the teaching and learning of mathematics in our Nursery and Reception classes takes place both indoors and outdoors through a wide range of practical and "hands on" activities.

Our teaching of maths in reception is based on the White Rose curriculum and supplemented through the NCTEM Mastering Number programme. Maths is taught through daily, adult-led focused tasks and enhanced provision areas. Children are given regular opportunities for guided practice and to use and apply their mathematical knowledge through the provision areas. Our aim is to ensure that maths is accessible to all pupils and they leave reception with a solid understanding of the Early Leaning Goals (ELGs) The Early Learning Goals define the level of development children are expected to attain by the end of the Reception year.

MATHS LONG TERM PLAN – EYFS	
	ELG: Number Children at the expected level of development will: • Have a deep understanding of number to 10, including the composition of each number; • Subitise (recognise quantities without counting) up to 5; • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. **ELG: Numerical Patterns** Children at the expected level of development will: • Verbally count beyond 20, recognising the pattern of the counting system; • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally

	MATHS LONG TERM PLAN – WHITE ROSE – NURSERY											
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	More than, fewer than, same		Explore & build with shapes & objects		Explore repeats		Hear & say number names		Begin to order number names		Subitising - I see 1, 2, 3	
Spring	Join in with repeats	Explore position & space	Show me 1, 2, 3		Move & label 1,2 3		Explore position & routes	Explore own first patterns	Take & give 1,2, 3		Match, talk, push & pull	
Summer	Talk about dots	Compare & sort collections	Lead own repeats	Start to puzzle	Making patterns together	Make games & actions	Show me 5		My own pattern	Stop 1,2,3,4 5		Match sort & compare

	MATHS LONG TERM PLAN – WHITE ROSE – RECEPTION											
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	**Getting to know you**		**Match, sort & compare**		**Talk about measure & patterns**		**It's me 1,2, 3**		**Circles & Triangles**	**1, 2, 3, 4, 5**		**Shapes with 4 sides**
Spring	**Alive in 5**		**Mass & capacity**	**Growing 6, 7, 8**		**Length, height & time**	**Building 9 & 10**			**Explore 3D shapes**		
Summer	**To 20 & beyond**		**How many now?**	**Manipulate, compose & decompose**		**Sharing & grouping**	**Visualise, build & map**			**Make connections**		**Consolidation**

	MATHS LONG TERM PLAN –Mastering Number – NCTEM - RECEPTION											
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Baseline		**Wk 1 –** Subitising within 3	**Wk2 –** Counting skills	**Wk 3** – Explore how all numbers are made of 1s Composition of 3 and 4	**Wk 4 –** Subitise objects & sounds	**Wk5 –** Comparison of sets - 'just by looking' Language of comparison: more than & fewer than	**Wk 6 –** Counting skills The 'five-ness of 5' using one hand & the die pattern for 5	**Wk 7 –** Comparison of sets - by matching Language of comparison: more than, fewer than, an equal number	**Wk 8-** Explore the concept of' whole' and 'part'	**Wk 9 -** Composition of 3, 4 and 5 **Wk 10 –** Match numerals to quantities within 10 . Verbal counting beyond 20	
Spring	**Wk 11-** Subitise within 5 focusing on die patterns Match numerals to quantities within 5	**Wk 12 -** Focus on ordinality and the 'staircase' pattern See that each number is one more than the previous number	**Wk 13 –** Focus on 5	**Wk 14** - Focus on 6 & 7 as '5 and a bit'	**Wk 15 -** Compare sets & use language of comparison: more than, fewer than, an equal number to Make unequal sets equal	**Wk 16 -** Focus on the 'staircase' pattern and ordering numbers	**Wk 17 -** Ordering of numbers to 8 Use language of less than	**Wk 18 -** Focus on 7	**Wk 19 -** Doubles – explore how some numbers can be made with 2 equal parts	**Wk 20 -** Sorting numbers according to attributes - odd & even numbers	Consolidation	

Summer	**Wk 21 -** Counting – larger sets & things that cannot be seen	**Wk 22 -** Subitising – to 6, including in structured arrangements	**Wk23 -** Composition '5 and a bit'	**Wk 24 -** Composition of 10	**Wk 25-** Comparison – linked to ordinality Play track games	Consolidation	Subitise to 5 Introduce the rekenrek	<u>Review and assess</u> Automatic recall of bonds to 5	<u>Review and assess</u> Composition of numbers to 10	<u>Review and assess</u> Comparison	<u>Review and assess</u> Number patterns	<u>Review and assess</u> Counting