EYFS Maths Long Term Planning and Progression Model
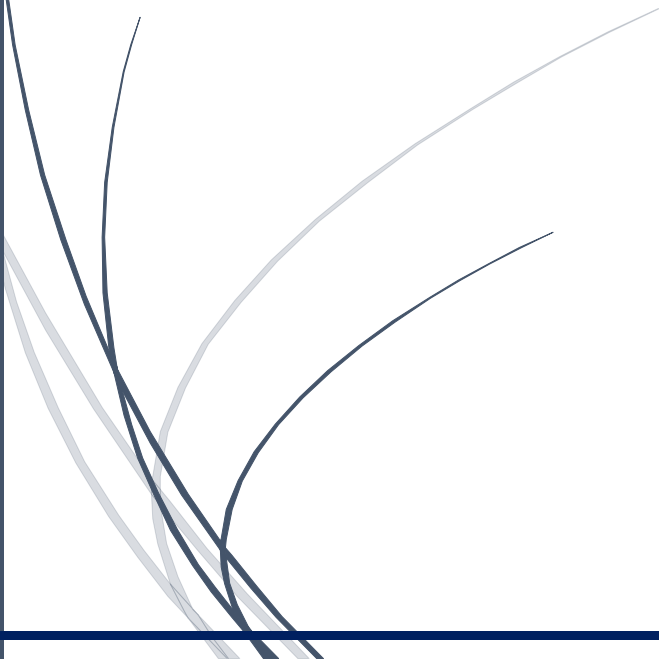
Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Autumn	Getting to Know You			Just Like Me!			It's Me 1 2 3!			Light and Dark			Consolidation	
Spring	Alive in 5!			Growing 6, 7, 8			Building 9 and 10			Consolidation				
Summer	To 20 and Beyond			First Then Now			Find My Pattern			On The Move				

Autumn Term Overview

Week 1	Week 2	Week 3		Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Getting to Know You			Phase	Just Like Me!			It's Me 1 2 3!			Light and Dark		
Opportunities for settling in, introducing the areas of provision and getting to know the children.			Number	Match and Sort Compare Amounts			Representing 1, 2 & 3 Comparing 1, 2 & 3 Composition of 1, 2 & 3			Representing Numbers to 5. One More and Less.		
Key times of day, class routines. Exploring the continuous provision inside and out. Where do things belong? Positional language.			Measure, Shape and Spatial Thinking	Compare Size, Mass & Capacity Exploring Pattern			Circles and Triangles Positional Language			Shapes with 4 Sides. Time		

Spring Term Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
Phase	Alive in 5!			Growing 6, 7, 8			Building 9 & 10		
Number	Introducing zero Comparing numbers to 5 Composition of 4 & 5			6, 7 & 8 Combining 2 amounts Making pairs			Counting to 9 & 10 Comparing numbers to 10 Bonds to 10		
Measure, Shape and Spatial Thinking	Compare Mass (2) Compare Capacity (2)			Length & Height Time			3d-shapes Patterns		

Summer Term Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Phase	To 20 and Beyond			First Then Now			Find my Pattern			On the Move		
Number	Building Numbers Beyond 10 Counting Patterns Beyond 10			Adding More Taking Away			Doubling Sharing & Grouping Even & Odd			Deepening Understanding Patterns and Relationships		
Spatial Thinking	Spatial Reasoning (1) Match, Rotate, Manipulate			Spatial Reasoning (2) Compose and Decompose			Spatial Reasoning (3) Visualise and Build			Spatial Reasoning (4) Mapping		

Maths – Sequential development of Knowledge and Skills- New Curriculum

Term	I know...	I can...
Autumn 1	• how to count reliably with numbers from 1-5. (3 weeks-numbers)	• recognise numerals 1-5. • count up to 3 or 4 objects by saying one number name for each item. • count actions or objects which cannot be moved. • select the correct numeral to represent 1 to 5 objects. • count an irregular arrangement of up to 5 objects. • count out a smaller number of objects from a larger group (5). • subatise first when enumerating groups of up to 4 or 5 objects. • record quantities such as tallies, dots and using numeral cards (to 5).
Autumn 2	• mathematical names for 2D shapes and mathematical terms to describe shapes. • that shapes can be combined to make new shapes. • how to create and recreate patterns and build models. • that patterns with varying rules can be created. (2 weeks – shape) • language related to money. (1 week- money) • how to place numbers (1-5) in order and say which number is one more or less than a given number. • how to add and subtract two single-digit numbers and count on or back to find the answer. (3 weeks- securing numbers)	• use mathematical names for 'flat' 2D shapes and terms to describe shapes. • select a particular named shape. • investigate how shapes can be combined to make new shapes. • predict what shape will be made when paper is folded. • use familiar objects and common shapes to create and recreate patterns and build models. • make patterns with varying rules (including AB, ABB and ABBC), using objects, sounds, actions or colours. • use everyday language related to money. • find the total number of items in two groups by counting all of them.

		• say the number that is 1 more than a given number. • find 1 more or 1 less from a group of up to 5 objects. • ==compare and order numbers to 5.== • ==compare collections with a different number of things-== • ==begin to use vocab 'more than', 'less than', 'same as'.==
Spring 1	• how to count reliably with numbers from 1-10. (3 weeks- number) • how to use everyday language to talk about size, weight and capacity to compare quantities and objects and to solve problems. (3 weeks)	• recognise numerals 1-10. • count actions or objects which cannot be moved. • select the correct numeral to represent 1 to 10 objects. • count an irregular arrangement of up to 10 objects. • count out up to 10 objects from a larger group. • ==subitize first when enumerating groups of up to 6 objects.== • ==record quantities such as tallies, dots and using numeral cards (to 10).== • order 2 or 3 items by length or height. • order 2 items by weight or capacity. • ==compares lengths or heights using comparative lang 'than'.== • ==uses language "than" to compare capacity.== • ==makes and tests predictions.==
Spring 2	• how to place numbers (1-10) in order and say which number is one more or less than a given number. • how to add and subtract two single-digit numbers and count on or back to find the answer. • ==number bonds to 10.== (3 weeks- securing numbers) • the mathematical names and properties of 3D shapes.	• find the total number of items in two groups by counting all of them. • say the number that is 1 more than a given number. • find 1 more or 1 less from a group of up to 10 objects. • use vocab involved in adding and subtracting. • estimate how many objects and check by counting.

	- how to use objects and shapes to recreate patterns and build models. - lang related to time. - familiar events in order. - how to measure short periods of time.	- compare and order numbers to 10. - compare collections with a different number of things- - begin to use vocab 'more than, 'less than, 'same as'. - subitize first when enumerating groups of up to 6 objects. - record quantities such as tallies, dots and using numeral cards (to 10). - explore composition of 10 (number bonds- partitioning) - use mathematical names for solid 3D shapes and mathematical terms to describe shapes. - select a particular named shape. - use familiar objects and common shapes to create and recreate patterns and build models. - use everyday lang related to time. - order and sequence familiar events. - measure short periods of time in simple ways.
Summer 1	- how to count reliably with numbers from 1-20. (2 weeks- using numbers) - how to place numbers (1-20) in order and say which number is one more or less than a given number. - how to add and subtract two single-digit numbers and count on or back to find the answer. - number bonds to 10. (2 weeks- securing numbers) - how to solve problems including doubling, halving and sharing.	- recognise numerals 1-20. - count actions or objects which cannot be moved. - select the correct numeral to represent 1 to 20 objects. - count an irregular arrangement of up to 20 objects. - count out up to 20 objects from a larger group. - subitize first when enumerating groups of up to 6 objects. - record quantities such as tallies, dots and using numeral cards (to 10). - find the total number of items in two groups by counting all of them.

	(3 weeks- numbers)	• say the number that is 1 more than a given number. • find 1 more or 1 less from a group of up to 20 objects. • use vocab involved in adding and subtracting. • estimate how many objects and check by counting. • ==compare and order numbers to 10.== • ==compare collections with a different number of things-== • ==begin to use vocab 'more than, 'less than, 'same as'.== • ==subitize first when enumerating groups of up to 6 objects.== • ==record quantities such as tallies, dots and using numeral cards (to 10).== • ==explore composition of 10 (number bonds- partitioning)== • use vocab involved in doubling, halving and sharing.
Summer 2	• everyday lang to talk about position and distance to compare quantities and objects and to solve problems. (3 weeks- ssm)	• describe relative positions such as 'behind' or 'next to'.

==Added from Development Matters==