**Blackwater Long Term Plan Maths EYFS** 

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | |
| EYFS | Place Value  Addition Subtraction | Place Value  Addition Subtraction | Place Value  Addition Subtraction | Place Value  Addition Subtraction | Place Value  Multiplication  Division | Place Value  Shape Measure | |
| Number sense | Number sense  Cardinality and counting, Comparison, Composition, Pattern. | | | | | | |
| ELG | 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 (recgonise quantities without counting) up to 5. * Automatically recall (without reference to number rhymes, counting etc) number bonds to 5 including some subtraction, number bonds to 10 and double facts. | | | | | | |
| ELG Numerical patterns:   * Verbally count beyond 20 recognising the patterns 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 repeat patterns with numbers up to 10, including evens and odds, double facts and how quanties can be distributed equally. | | | | | | |
| Early Mathematics | There are six main areas that underpin children’s mathematical learning in EYFS through number sense sessions, direct teaching and continuous provision. These establish the foundations for progression in all subsequent maths learning.   * Cardinality and counting: understanding the cardinal value of a number refers to the quantity or’ how manyness’ of objects it represents. * Comparison: understanding that comparing numbers involves knowing which numbers are worth more or less than each other. * Composition: understanding that one number can be made up of two or more smaller numbers. * Pattern: looking for and finding patterns helps children notice and understand mathematical relationships. * Shape and Space: understanding what happens when shapes move or combine with other shapes, is key in developing wider mathematical thinking. * Measures: comparing different aspects such as length, weight and volume. | | | | | | |
| Small steps progression | Progression across these key areas of mathematics are detailed in the progression documents attached.  https://www.ncetm.org.uk/in-the-classroom/early-years/ | | | | | | |
| Continuous  Provision | Maths activities in continuous provision will link to the number of the week or maths focus. | | | | | | |
| Assessment | Baseline assessment in September  End of term summative assessments.  Observations during group learning and CP | | | | | | |
| Links to KS1 | The EYFS maths programme lays the foundations essential to progress in learning in mathematics in KS1 and beyond.  This is achieved by children:   * Building a secure understanding of number and number facts using Mastering number which links ELG/KS1. * Engaging in fluency, reasoning and problem solving activities. * Using concrete, pictorial and abstract representations and models of number and consistent with those used in KS1 (See calculation policy) * Learning maths vocabulary consistent with that used in KS1. (See calculation policy) * Participating in whole school 99 Club. | | | | | | |
| Half term | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 2 |
| Autumn 1 | Baseline Assessments | Baseline Assessments | Baseline Assessments | Number focus: 0 1 | Number focus: 2  Week 1 | Number focus: 2  Week 2 | Number focus: 3  Week 1 |
| Fluency Starters | Count forwards and backwards up to 10  Count forwards and backwards from any number | | | | | | |
| Number Sense | Daily number sense Mastering Number | | | | | | |
| Autumn 2 | Number focus: 3  Week 1 | Number focus: 3  Week 2 | Number focus: 4  Week 1 | Number focus: 4  Week 2 | Number bonds to 5  Subtraction facts to 5  Week 1 | Bonds to 5  Subtraction facts  Week 2 | Assessment Week  Bonds to 5  What makes 1,2,3,4,5 |
| Fluency Starters | Count forwards and backwards up to 20  Count forwards and backwards from any number | | | | | | |
| Number Sense | Daily number sense with Mastering Number | | | | | | |
| Spring 1 | Number focus: 6  Week 1 | Number focus: 6  Week 2 | Number focus: 7  Week 1 | Number focus: 7  Week 2 | Number focus: 8  Week 1 | Number focus: 8 | Assessment Week  Bonds to 8  What makes 5,6,7,8 |
| Fluency Starters | Count forwards and backwards up to 30 then 40  Count forwards and backwards from any number up to 30 then 40 | | | | | | |
| Number Sense | Daily number sense with Mastering Number | | | | | | |
| Spring 2 | Number focus: 9  Week 1 | Number focus:9  Week 2 | Number focus: 10  Week 1 | Number focus: 10  Week 2 | Number bonds to 10  Week 1 | Number bonds to 10  Week 2 | Assessment Week  Bonds to 10  Subtraction Facts 10 |
| Fluency Starters | Count forwards and backwards up to 50 then 70  Count forwards and backwards from any number up to 50 then. 70 | | | | | | |
| Number Sense | Daily number sense with Mastering Number | | | | | | |
| Summer 1 | Comparing Numbers  Week 1 | Ordering Numbers  Week 1 | Odds and evens | Double Numbers  Exploring links odd and even | Sharing between 2  Halving into two equal groups. | Sharing numbers up to 10. | Comparing linking to weight, length, capacity. |
| Fluency Starters | Count forwards and backwards up to 50 then 70  Count forwards and backwards from any number up to 50 then. 70 | | | | | | |
| Number Sense | Daily number sense with Mastering Number | | | | | | |
| Summer 1 | Assessment and revision Week 1 | Assessment and revision w=Week 2 | Data Submission  Teen numbers – ready for KS1 place value | Select, rotate and manipulate shapes. | Compose and decompose shapes. | Continue, copy, create repeating patterns.  Week 1 | Exploring measure:  Time |
| Fluency Starters | Count forwards and backwards up to 100  Count forwards and backwards from any number up to 100  KS1 prep: teen numbers – ten frames, dienes, part part whole model. | | | | | | |
| Number Sense | Daily number sense with Mastering Number | | | | | | |