**Cambois Primary School**

**Long Term Planning – Maths – EARLY YEARS**

**Autumn Term 1st Half**

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|  | **WEEK 1** | **WEEK 2** | **WEEK 3** | **WEEK 4** | **WEEK 5** | **WEEK 6** |
| **Main learning obj** | **Counting****EYFS link****Nursery** –* Recite some number names in sequence.
* Begin to make comparisons between quantities.
* Select small number of objects from a group.

**Reception** –* Use some number names and language.
* Recites numbers in order up to 10.
* Know that numbers identify how many objects in a set.
* Matches numbers to quantity.
* Counts up to 3 or 4 objects by saying a number name for each object.
* Counts objects to 10 and beyond.
* Counts irregular arrangements.
* Estimate and check by counting.
 | **Size****EYFS link****Nursery*** Use language of size.

**Reception*** Use mathematical language to describe objects (ELG)
* Orders objects by length or height.
 | **Positional language****EYFS link****Nursery**Use positional language (30-50)**Reception*** Can describe using relative position. (behind, next to)
* Use everyday language to describe position.
 | **Counting and matching to objects****EYFS link****Nursery*** Begin to make comparisons between quantities.
* Select small number of objects from a group.

**Reception** –* Use some number names and language.
* Recites numbers in order up to 10.
* Know that numbers identify how many objects in a set.
* Matches numbers to quantity.
* Counts up to 3 or 4 objects by saying a number name for each object.
* Counts irregular arrangements.
 | **Write numbers****EYFS link**Nursery* Recognise some numerals.
* Use language of size.

Reception* Records using marks.
* Can describe using relative position.
* Use everyday language to describe position.
 | **2d Shapes****EYFS link****Nursery** * Shows interest in hap and plays with shapes to make arrangements.
* Shows similarities in shapes.

**Reception*** Use mathematical names for 2d shapes
* Selects a particular named shape.
* Triangle, square, rectangle, circle.
 |
| **MMS link/ Block plans 1st term** | **BLOCK 1**Count objectsSort objects of the same type.Recognise numerals.Match number to objects (0-3) | **BLOCK 1**Sort and match objects according to size.Use vocabulary little, medium, big and huge. | **BLOCK 1**Count to 10 and backwards.Write numerals 0,1,2,3 in the air.Use positional language, over, under, through , behind (Goldilocks) | **BLOCK 1**Count and match arrangements up to six items.Count beyond 10in everyday contexts (footsteps, pennies) | **BLOCK 1**Write numerals 0,1,3Use positional language up, down, over, under, straightCount more than three objects | Own lessons no MMS link |

**Every day there should be some song singing in relation to number formation and counting songs. Build up a core group of known songs with actions and concrete correspondence to the given values.**

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**Autumn Term 2nd Half**

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| --- | --- | --- | --- | --- | --- | --- |
|  | **WEEK 1** | **WEEK 2** | **WEEK 3** | **WEEK 4** | **WEEK 5** | **WEEK 6** |
| **Main learning objectives** | **Maths stories****EYFS link****Nursery** –* Count and recite number names in sequence
* Sing number counting songs and rhymes.
* Show interest in representing numbers.

**Reception** –* Find the total of items in two groups by counting all of them.
* Say the number one more and one less,
* Begins to identify own maths problems based on own interests.
* In practical discussions use vocab relating to + and –
* Write numbers to 5.
 | **Adding - money****EYFS link****Nursery*** Show curiosity about number.
* Show interest in numerals in the environment.
* Begin to understand that total is the same.
* Count objects to specific amounts.

**Reception*** Use language fewer, more.
* Estimates objects and counts them to check (how many pennies in the jar?)
* Selects correct number to represent 1-5 (1-10 more able)
* Use everyday language relating to money.
 | **Adding and taking away****Counting forward and backwards****EYFS link****Nursery** * Count to 10.
* Sing songs and rhymes
* Recognise numbers to 5 and begin to math to objects.

**Reception*** Count forward and backwards from different starting points
* One more and one less by counting forwards and backwards.
 | **3d Shapes****EYFS link****Nursery*** Notice shapes in patterns.
* Play with shapes to make arrangements with objects.
* Use shapes appropriately for tasks.

Reception* Use mathematical names for 3d shapes and begin to describe them.
 | **Maths Stories****One more, one less****EYFS link****Nursery*** Use some number names during play.
* Recite numbers in order up to 10.

Reception* One more and one less
* Say a number that is one more than any given number.
 | **EYFS link**Time**Nursery*** Understand some ta about immediate past and future (before, later or soon)
* Anticipate time events such as mealtimes and home time.

Reception * Uses everyday language of time.
* Orders and sequences familiar events
* Measures short periods of time.
 |
| **MMS link/ Block plans 1st term** | BLOCK 2 WEEK 1Using cups | Block 2 – week 2 | Block 2 week 3 | Block 2 Week 4 | Block 2 – week 5 | Own lessons |
| **Resources/ continuous provision links** | Cups Adding outside using apparatus.  | Shop – money and real life coins to count | Snakes and ladders outside to show forwards and backwards counting.Play the game from the training day and holding points in their head instead of back to the beginning. |  |  |  |

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**Spring Term 1st Half**

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|  | **WEEK 1** | **WEEK 2** | **WEEK 3** | **WEEK 4** | **WEEK 5** | **WEEK 6** |
| **Main learning objectives** | **2d Shapes****Nursery** * Shows interest in shape and plays with shapes to make arrangements.
* Shows similarities in shapes.

**Reception*** Use mathematical names for 2d shapes
* Selects a particular named shape.

Triangle, square, rectangle, oval, circle. | **Adding and taking away and reading Maths stories.****Nursery*** Show curiosity about number.
* Show interest in numerals in the environment.
* Begin to understand that total is the same.
* Count objects to specific amounts.

**Reception*** Use language fewer, more.
* Estimates objects and counts them to check (how many pennies in the jar?)
* Selects correct number to represent 1-5 (1-10 more able)
 | **EYFS link****Mass – heavy and light****Nursery*** Enjoy filling and emptying containers.
* begin to categorise objects.

**Reception*** Order two items by weight or capacity.
 | **EYFS link****Write numbers and symbols****Nursery*** Recognise some numerals.
* Use language of size.
* Notice simple patterns.

Reception* Records using marks.
* Can describe using relative position.
* Use everyday language to describe
* position.
* Create patterns.
 | **EYFS link****Counting and sequencing****Nursery*** Counts a range of objects accurately.

**Reception**-count objects that cannot be moved.- Counts irregular arrangements. | **EYFS link****Length*** Talk about shapes round and tall.
* Begin to use language of size.

**Reception – --** order two items by their length. |
| **MMS link/ Block plans 1st term** | Block 3 Week 3 | Block 3 week 3 | Own lessons | Block 3 – Week 4Make and continue a pattern. | Own lessonsWrite numbers 4,6 and 8 as new numbers.Write and practise familiar numbers.  | Own lessons |

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**Long Term Planning – Maths – EARLY YEARS**

**Spring Term 2nd Half**

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| --- | --- | --- | --- | --- | --- | --- |
|  | **WEEK 1** | **WEEK 2** | **WEEK 3** | **WEEK 4** | **WEEK 5** | **WEEK 6** |
| **Main learning objectives** | **Ordering****EYFS link****Nursery** –- Order numbers to 5-**Reception** -* Use language more and fewer.
 | **Pairings – doubling.** **EYFS link****Nursery** –- separates a group of objects in different ways. -**Reception** -* Use language more and fewer.
* Solve problems involving doubling (ELG)
 | **Height****EYFS link****Nursery** –- begins to understand language of size.-**Reception** –* Order and compare 2 or 3 heights.
* Compare heights.
 | **Scales and weight****EYFS link****Nursery** –- categorise objects according to size.-**Reception** –* Weigh objects and use vocab heavy, light, heaviest, lightest.
* Use everyday language to describe weight.
 | **Halving****EYFS link****Nursery** –- -count and share between two sets up to 6 items.**Reception** –* Solve problems involving halving and sharing.
 | **Halving and doubling****EYFS link****Nursery** –- - count and share between two sets up to 6 items.**Reception** -* Solve problems involving halving, doubling and sharing.
 |
| **MMS link/ Block plans 1st term** | Order objects and picture first, second, third, etc.Block 4 Week 1 | Block 4 – week 2 | Block 4 – week 3 | Block 4 – week 4 | Own lessons | Own lessons |

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**Long Term Planning – Maths – EARLY YEARS**

**Summer Term 1st Half**

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|  | **WEEK 1** | **WEEK 2** | **WEEK 3** | **WEEK 4** | **WEEK 5** | **WEEK 6** |
| **Main learning objectives** | **EYFS link****Counting pennies to 10p****Nursery*** Show curiosity about number.
* Show interest in numerals in the environment.
* Begin to understand that total is the same.
* Count objects to specific amounts.

**Reception*** Use language fewer, more.
* Estimates objects and counts them to check (how many pennies in the jar?)
* Selects correct number to represent 1-5 (1-10 more able)
* Use everyday language relating to money.
 | **Halving****EYFS link****Nursery** –- -count and share between two sets up to 6 items.**Reception** –* Solve problems involving halving and sharing.
 | **2d and 3d shapes****EYFS link****Nursery** * Shows interest in shape and plays with shapes to make arrangements.
* Shows similarities in shapes.

**Reception*** Use mathematical names for 2d shapes
* Selects a particular named shape.

Triangle, square, rectangle, oval, circle.CyclinderCubeCuboidPyramid  | **Adding and Subtracting****EYFS link****Nursery*** Show curiosity about number.
* Show interest in numerals in the environment.
* Begin to understand that total is the same.
* Count objects to specific amounts.

**Reception*** Use language fewer, more.
* Estimates objects and counts them to check (how many pennies in the jar?)
* Selects correct number to represent 1-5 (1-10 more able)
 | **Adding and taking away****EYFS link****Nursery*** Show curiosity about number.
* Show interest in numerals in the environment.
* Begin to understand that total is the same.
* Count objects to specific amounts.

**Reception*** Use language fewer, more.
* Estimates objects and counts them to check (how many pennies in the jar?)
* Selects correct number to represent 1-5 (1-10 more able)
 | **Positional language****EYFS link****Nursery**Use positional language (30-50)**Reception*** Can describe using relative position. (behind, next to)
* Use everyday language to describe position.
 |
| **MMS link/ Block plans 1st term** | Own lessons – recognise coins and count values to make 10p.  | Block 5 – week 1 | Own lessons | Block 5 – week 4/5 | Block 5 – week 4/5 | Block 5 week 5 |

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**Summer Term 2nd Half**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **WEEK 1** | **WEEK 2** | **WEEK 3** | **WEEK 4** | **WEEK 5** | **WEEK 6** |
| **Main learning objectives** | **Time** **EYFS link****Nursery*** Understand some ta about immediate past and future (before, later or soon)
* Anticipate time events such as mealtimes and home time.

Reception * Uses everyday language of time.
* Orders and sequences familiar events
* Measures short periods of time.
 | **Write numbers****EYFS link****Nursery**Make marks to represent.**Reception**Write numbers. | **Sharing** EYFS link**Nursery** –- -count and share between two sets up to 6 items.**Reception** –* Solve problems involving halving and sharing.
 | **Half and quarter** **EYFS link****Reception*** Identify half and quarter prepare for yr. 1 Maths stories.
 | **Assessment** | **Assessment** |
| **MMS link/ Block plans 1st term** | Block 6 -  |  |  |  |  |  |

Links to songs to support Maths in the Early Years

http://www.songsforteaching.com/store/top-33-kindergarten-songs-pr-59095.html