**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 objects  Sort 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 0,1,3  Use positional language up, down, over, under, straight  Count 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 1  Using 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 4  Make and continue a pattern. | Own lessons  Write numbers 4,6 and 8 as new numbers.  Write and practise familiar numbers. | Own lessons |

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**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.  Cyclinder  Cube  Cuboid  Pyramid | **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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| --- | --- | --- | --- | --- | --- | --- |
|  | **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