St Michael's Church Of England Primary School EYFS Long Term Plan based on Development Matters July 2021

Educational Programme: **Mathematics:** Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Learning Priorities: Linked to Development Matters 2021

Mathemeatics	**Numerical Pattern / Number** Recite numbers to 10 Forward & backward □ Finger rhymes (Ten Little Friends) □ passing games … *forwards, backwards* Break counting chain (not always starting from 1) Talk about position … *before, after* Count objects, actions and sounds Up to 5 – in context of □ daily routine □ sharing □ turn taking Count objects in an irregular arrangement Subitise 3 / 4 objects (quick recall without counting) Matching children to images in workshop areas Fast recognition of dice patterns Link the number symbol (numeral) with its cardinal number value to 5 Compare quantities up to 5 … *more than, less than, fewer, who has one more / less*	**Numerical Pattern / Number** Recite numbers to 20 Backward from 10 and begin to recite backwards from 15 Break counting chain (not always starting from 1 forwards or 10 backwards) Talk about position up to 5 and begin to talk about position up to 10 Count objects, actions and sounds Up to 10, in context of □ daily routine □ sharing □ turn taking Count objects in an irregular arrangement Begin to estimate number of objects up to 10 then check by counting Subitise 5 objects (quick recall without counting) Link the number symbol (numeral) with its cardinal number value to 10 Compare quantities up to 10 Understand 'one more/less than' to 10	**Numerical Pattern / Number** 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. 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. **Shape, Space & Measure** Select, rotate and manipulate shapes in order to develop spatial reasoning skills Compose and decompose shapes within practical activities

	Understand 'one more/less than' to 5 Use sentence with support … *Three is one more than two* Explore the composition of numbers to 5 Recognise total is still the same Using variety of resources … *more, less, makes, equals, altogether* Begin to explore number bonds to 5 Use a range of resources Understand how to use a flip flap to 5 Shape, Space & Measure Create shape picture …consolidate …*2D shape names* Continue, copy and create repeating patterns Talk about pattern … *repeat, next, before, after, in between* ▪ Begin to compare length, weight and capacity Order 2-3 items by length / weight … *heavier/est, ,lighter/est, longer/est, shorter/est*	Use sentence … *six is one more than five* Begin to explore the composition of numbers to 10 Recall number bonds to 5 Find the total number of items (up to 10) in two groups by counting all of them together, using a range of manipulatives … *altogether, more/now* Find the total number of items (up to 10) in a group by take away/subtraction, using a range of manipulatives … *left* Begin to share, double and half up to 10 objects **Shape, Space and Measure** Begin to compose and decompose shapes within practical activities Continue, copy and create repeating patterns Compare length, height, weight and capacity Order 2-3 items by capacity and height Begin to order and sequence familiar events Become familiar with a clock face and hands Measure short periods of time	Continue, copy and create more complex repeating patterns Compare length, height, weight and capacity Measure and compare short periods of time