Otterham C P School
EYFS Mathematics Long Term Plan

	Links to ks1 curriculum	ELG	Expectations for reception		
			Term 3	**Term 2**	**Term 1**
Number - Counting	Count to and across 100, forwards and backwards, beginning with 0 or 1 or from any given number	**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.** **Numerical patterns:** **Verbally count beyond 20, recognising the pattern of the counting system.** **Compare quantities up to 10 in different contexts, recognising one quantity in 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 distributed equally.**	Count beyond 20	Count beyond 15	Count beyond 10
			Count backwards from 20	Count backwards from 15	Count backwards from 10
			Can recite 10+ number songs	Can recite a minimum of 5 number songs Uses number language in everyday contexts	
			Count objects to 20+	County objects to 10+	Count objects to 5+ Understands that the last number tells you how many there are
			Count actions/sounds to 20+	Count actions/sounds to 10+	Count actions/sounds to 5+
			Make a sensible guess of quantities within 10	Subitise (to 5)	Subitise (to 3)
Number - Recognition	Begin to recognise place value in numbers beyond 20		Link numerals and amounts to 20	Link numerals and amounts to 10+	Link numerals and amounts to 5+
	Identify and represent numbers using objects and pictorial representations including the number line		Order numbers to 20	Orders numbers to 10	Orders number to 5
Number sense			Partitions sets of objects using a part-part whole model, exploring composition to 10	Partitions sets of objects using a part-part whole model, exploring composition to 5	Partitions sets of objects using a part-part whole model, exploring composition to 3
			Understands that teen numbers are 10 + __	Knows that when a ten frame is full there are 10 objects and when one row is complete there are 5	
			Can use the vocabulary of 'tens' and 'ones' to explain pattern	Recognises patterns such as 6, 7, 8 and 16, 17, 18	Recognises that after each unit of 10, we go back to 1 again
	Represent and use number bonds		Can recall all number bonds to 10, explaining the pattern	Can recall some number bonds to 10	Knows that 5 + 5 and 10 + 0 make 10
Number – Graphics	Read and write numbers from 1 to 20 in numerals (and words)		Can write numbers 0-20	Can write numbers 1-10	Is able to write numbers 1-5

Calculating	Use the language of: equal to, more than, less than (fewer), most, least		Children understand the difference between quantity and size	Compare numbers using 'more than', 'less than' 'fewer' 'equal to'	
	Given a number, identify one more or one less		Children can find 1 more than and 1 less than in mixed problems	Children can find 1 less than	Children can find 1 more than
	Read, write and interpret mathematical symbols		Recognises that + means add and – means subtract	Understands that subtraction is removing objects	Understands that addition is the combining of sets of objects
	Add and subtract one-digit and two-digit numbers to 20, including zero		Adds two single digit numbers totalling more than 10	Adds two single digit numbers totalling up to 10	Adds two single digits totalling up to 5
			Subtracts a single digit from a number greater than 10	Subtracts a single digit number form a number up to 10	Subtracts a single digit number form a number up to 5
	Solve one-step problems that involve addition and subtraction		Solves real world mathematical problems with numbers to 10+	Solves real world mathematical problems with numbers to 10	Solves real world mathematical problems with numbers to 5
Fractions	Recognise, find and name a half as one of two equal parts of an object, shape or quantity. Compare, describe and solve practical problems for double/half		Understands that halving is sharing into two equal parts	Understands that sharing is splitting an amount into equal parts	
			Understands that doubling is adding the same number to itself		
Shape	Pupils should be taught to recognise and name common 2-D shapes, including rectangles (including squares), circles and triangles		Compose and decompose 2D shapes so that children recognise a shape can have other shapes within it, just as numbers can	Explores how many corners and sides other 2-D shapes have	Explores how many corners and sides basic 2-D shapes have. Is beginning to explain if the sides are 'straight' or 'curved'
			Can identify a pentagon, octagon and hexagon	Can identify a circle, square, triangle, rectangle	
	Pupils should be taught to recognise and name common 3-D shapes, including cuboids (including cubes), pyramids and spheres		Recognises that a cube and cuboid have very similar properties. Uses language such as faces, vertices, edge	Children recognise that the faces on a 3-D shape often comprise of 2-D shapes	Explores which shapes will roll and which will slide and is beginning to explain why using the vocabulary 'curved' and 'flat'
			Is beginning to explore other shapes such as pyramids and triangular prisms	Can recognise and name sphere, cube, cuboid, cylinder, cone	Can correctly recognise and name cones and spheres
			Recognises 2-D and 3-D shapes in the environment		
Space	Describe position, direction and movement, including whole, half, quarter and three quarter turns		Recognise and complete complex repeated patterns (ABBCA)	Continue, copy and recreate repeated patterns (ABBC)	Continue, copy and recreate repeated patterns (ABB)
			Uses the vocabulary 'in-between', 'over', 'above', 'beneath', 'beside' Can use ordinal numbers to describe position in a line		
			Design a route and explain to a friend	Describes a familiar route using directional language – 'forwards', 'backwards', 'right' and 'left'	
Measurement	Compare, describe and solve practical problems for lengths and heights		Uses non-standard measures whilst measuring size	Can order three items by length/height using non-standard measures. Uses 'biggest', 'smallest', 'shortest' and 'tallest'	
	Compare, describe and solve practical problems for mass/weight		Uses non-standard measures whilst measuring weight	Can order three items by weight using non-standard measures. Uses 'heaviest', 'lightest'	
	Compare, describe and solve practical problems for capacity and volume		Uses non-standard measures whilst measuring capacity	Can order three items by capacity using non-standard measures. Uses 'full', 'empty', 'half empty'	
	Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]		Children can use language before, after, yesterday, today, tomorrow	Children can identify if it takes a shorter or longer time to do something	Children can talk about significant times of the day, home time, lunch time etc… and then sequence them

	Recognise and use language relating to dates, including days of the week, weeks, months and years		Can tell you which day comes before/after a given day	Says the days of the week in order	
	Recognise and know the value of different denominations of coins and notes		Can pay for items using 1p coins	Recognises that there are different coins	Talks about the different ways we can pay for things