


| FS2      | Week 1   | Week 2                   | Week 3   | Week 4   | Week 5                                       | Week 6                                     | Week 7                  | Week 8            |  |
|----------|--|--------------------------|--|--|--|--|-------------------------|-------------------|--|
| Autumn 1 | EYFS Baseline<br>Settling in Period                            |                          | Intro to Maths routines                            | Non – number   |  | Number – Subitising quantities to 3        |                         |                   |  |
|          |  |                          |  | Comparing size, mass and capacity<br>Exploring Pattern | Circles and Triangles<br>Positional Language | Book 1 – Subitising 1 -2                   | Book 2 – Subitising 1-3 |                   |  |
|          |  |                          |  | Match, Sort and Compare                                |  | Talk about measures and patterns           |                         | It’s me 1, 2 3    |  |
| Autumn 2 | Non – number   |                          | Number – Subitising quantities to 5                |  |  |  | Non – number            |                   |  |
|          | Shapes with 4 sides and puzzles                                | Time                     | Book 3 – Subitising 1-4                            | Book 3 – Subitising 1-4                                | Book 4 – Subitising 1-5                      | Book 4 – Subitising 1-5 (tens frames)      | Compare Mass & Capacity | Length and Height |  |
|          | It’s me 1, 2 3   | Circles and Triangles    | 1, 2, 3, 4, 5                                      |  | Shapes with 4 sides                          |  | Consolidate and Assess  |                   |  |
| Spring 1 | Number – Enumerating between 6 and 10 items                    |                          |  |  | Non - Number                                 |  |                         |                   |  |
|          | Book 5 – subitising 6-10                                       | Book 5 – Subitising 6-10 | Counting out up to 10 items from a collection.     |  | Time   |  |                         |                   |  |
|          | Alive in 5   |                          | Mass and Capacity                                  | Growing 6, 7, 8  |  |  |                         |                   |  |
| Spring 2 | Partitioning 2,3,4,5 and 10 and number bonds for these numbers |                          |  |  |  | Non - Number                               |                         |                   |  |
|          | Book 6 & 7 – Partitioning 2 and 3                              | Book 8 – Partitioning 4  | Book 9 – Partitioning 5                            | Book 10– Partitioning 10                               | Book 10– Partitioning 10                     | 3D Shapes<br>Spatial Awareness<br>Patterns |                         |                   |  |
|          | Length, Height and Time  | Building 9 & 10          |  |  | Explore 3D shapes                            |  |                         |                   |  |
| Summer 1 | Non Number   |                          | Composition of 6-9 and comparison of numbers to 10 |  |  |  |                         |                   |  |
|          | Spatial Reasoning  | Spatial Reasoning        | Book 11 – Composition of 6-9                       | Book 11 – Composition of 6-9                           | Book 12 – Comparing numbers to 10            | Book 12 – Comparing numbers to 10          |                         |                   |  |

|          |  |                               |                              |                                   |                                       |                 |                             |
|----------|--|-------------------------------|------------------------------|-----------------------------------|---------------------------------------|-----------------|-----------------------------|
|          | Match, rotate and manipulate               | Compose and decompose         |                              |                                   |                                       |                 |                             |
|          | To 20 and beyond                           |                               | How many now?                | Manipulate, compose and decompose | Sharing and Grouping                  |                 |                             |
| Summer 2 | Patterns in numbers to 10                  |                               |                              | EYFS Profile Assessment Week      | Non - Number                          |                 |                             |
|          | Book 13 – Patterns in odd and even numbers | Book 13 – Patterns in doubles | Book 13 – Equal Distribution |                                   | Spatial Reasoning Visualise and Build | Spatial Mapping | Transition – Maths Routines |
|          | Visuaise, build and Map                    |                               |                              | Assess                            | Make Connections                      |                 |                             |

| FS1                             | Week 1  | Week 2   | Week 3  | Week 4   | Week 5  | Week 6  | Week 7  | Week 8  |           |
|---------------------------------|---|--|---|--|---|---|---|---|-----------|
| Autumn 1<br><br>Yearly Plan for | Settling in Period  |  |   | Non – number   |   | Reciting  |   |   | 2023-2024 |
|                                 |   |  |   | <b>Match and Sort</b><br>Match two objects that are identical (same colour, item, shape, size, orientation)<br><br>Sort objects into two groups (by colour, item, shape, size) | <b>Patterns</b><br>Notice patterns and arrange things in patterns<br><br>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.<br><br>Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc. | Recite numbers forwards from 1-5<br>Know that you can start reciting numbers from numbers other than 1<br>Join in with number rhymes that count forwards and know that some of the words in number rhymes are numbers.                        | Recite numbers backwards from 5-1<br>Know that you can start reciting numbers backwards from numbers other than 5.<br>Join in with number rhymes that count backwards and know that some of the words in number rhymes are numbers.   |   |           |
| Autumn 2                        | Non – number  |  | Subitising and counting amounts   |  |   |   | Non – number  |   |           |
|                                 | <b>Name common 2-D shapes</b><br>Recognise and name a circle<br>Select a circle from a selection of 2d shapes<br><br>Recognise and name a triangle (any shape with 3 sides) Select a triangle from a selection of 2d shapes<br><br>Recognise and name a square<br>Select a square from a selection of 2d shapes | <b>Know that shapes can appear in different ways and be different sizes</b><br>Find pairs of shapes that are identical (same shape, size, orientation)<br>Find pairs of shapes that are the same despite being different sizes<br>Find pairs of shapes that are the same despite being in different orientations | Recognise numerals 1-5.<br>Begin to form numbers 1-5 in messy play, mark making.  | Subitise upto 3 objects.<br><br>React to changes of amount in a group of 3 items.  | Develop one to one correspondence and understand cardinality (that the last number said is the number in the set).<br><br>Count up to 5 objects saying one number for each object.<br><br>Move objects as they are counted.                                   | Understand that objects can be counted in any order and the amount will be the same.<br><br>Count upto 5 pictures marking each one off as they are counted.<br><br>Count upto 5 sounds or actions, keeping track of each as they are counted. | <b>Weight/Mass</b><br>Understand how to use balance scales<br><br>Explore what happens when two objects are placed on each side of a scale.<br>Compare the weights of two objects using language heavy and light.<br>Recognise that the weight of an object doesn't change when the items is moved. | <b>Capacity</b><br>Use the language of full, empty and half full to describe volume.<br>Compare two identical containers holding different amounts saying which has more/less.<br>Order two containers by volume.<br>Compare the capacity of two containers by counting how many cups of liquid they hold.<br>Order two containers by capacity based on cups they hold. |           |
| Spring 1                        | Comparing quantities  |  |   |  | Non - Number  |   |   |   |           |
|                                 | Understand and represent numbers using objects and pictorial representations to 5.<br>Show finger numbers upto 5.   | Compare different amounts upto 5 using the language of more or fewer.  | Compare different amounts upto 5 using language more and fewer when the objects are different sizes and take up different amounts of surface space. |  | <b>Pattern</b><br>Continue an AB pattern<br>Copy an AB pattern<br>Create an AB pattern<br>Spot and correct an error in an AB pattern  |   |   |   |           |
| Spring 2                        | More or Less  |  |   |  |   | Non - Number  |   |   |           |
|                                 | Check to see if two groups are equal and have the same amounts by matching objects on a one to one basis.<br>Identify when two groups have equal  | Using practical objects explore one more than numbers to 5.  | Using practical objects explore one less than numbers to  | Know that the quantity changes when something is added.<br><br>Understand that add means to combine quantities.  | Convert two unequal groups into equal groups by adding more or taking away.   | <b>Money</b><br>Understand that we need to pay for goods.<br>In role play, exchange goods for coins.<br>Understand that items have different prices.  |   |   |           |

|          |  |   |  |   |   |  |                                    |
|----------|--|---|--|---|---|--|------------------------------------|
|          | amounts using the language 'same'                                  |   |  | Combine two groups and count them all together to see how many there are. |   | Recognise that there are different coins. Identify and count 1p coins.   |                                    |
| Summer 1 | <b>Non Number</b>  |   | <b>Addition and Subtraction to 5</b>   |   |   |  |                                    |
|          | <b>3D Shape</b><br>Recognise and name a sphere, a cube and a cone. | Recognise that some 3D shapes roll and some do not. Understand that some shapes such as cubes and cuboids are better for building.<br><br>Talk about shapes using mathematical language – straight, curved, round, flat, solid. | Partition a group of 3 or 4 in different ways.   | Identify smaller numbers within a number (conceptual subitising)          | Partition an amount up to 5 into two groups and understand that if you put two groups back together to make the same total. | Put the numerals 1 to 3 in order where all are given.  |                                    |
| Summer 2 | <b>Numbers to 10.</b>  |   |  | <b>EYFS Assessment Week</b>   | <b>Non - Number</b>   |  |                                    |
|          | Put the numerals 1-5 in order where all are given.                 | Recite numbers 1-10. Recite numbers from 1-10 from any number.  | Recite numbers backwards from 10 -1<br>Recite numbers backwards from 10 – 1 from any given number, |   | <b>Position</b><br>Understand and use the language in, next to, on top, underneath, in front of, behind and next to.        | <b>Direction</b><br>Use the directional language of up and down.<br><br>Understand and use the terms first, and last to describe position in a line. | <b>Transition – Maths Routines</b> |

**FS1 Objectives taught through daily routines**

| Time   | Progression   |  |   |
|--|---|--|---|
| <b>Know the names of the days of the week</b>  | Join in with rhymes for the days of the week order  | Know that some of the words in the days of the week rhymes are days  |   |
| <b>Understand and use language – before, after, yesterday, Use the word ‘after’, understanding today, tomorrow</b> | Use the word ‘before’, understanding that it refers to preceding a particular time or event.  | Use the word ‘after’, understanding that it refers to following a particular time or event.                  | Use the word ‘today’, understanding that it refers to the current day.  |
| <b>Use the language of comparison when talking about time, e.g. longer/shorter; faster/slower</b>                  | Understand that we can compare time durations using words such as ‘longer’ and ‘shorter’  | Use the word ‘longer’ to compare two events, understanding that it refers to the event which takes more time | Use the word ‘shorter’ to compare two events, understanding that it refers to the event which takes less time |
| <b>Begin to measure time</b>   | Count how many sleeps there are until an event such as a trip or Christmas. Understand that as the number gets less, this means that the event is sooner. | Experience specific time durations (seconds)- 1 second, 10 seconds, 30 seconds                               |   |
| <b>Begin to tell the time</b>  | Know that a clock tells us the time   |  |   |