

<p><u>Week 1</u></p> <p><u>ELG:</u></p> <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number • Verbally count beyond 20, recognising the pattern of the counting system • Subitise (recognise quantities without counting) up to 5 	<p><u>PASHLEY INPUTS AND CONTINUOUS PROVISION, GUIDED BY DEVELOPMENT MATTERS</u></p> <p><u>Number of the week –1</u></p> <ul style="list-style-type: none"> • Numberblocks episode • Number formation rhyme • Counting objects • Subitising • Pictorial representations and what it is not <p><u>CP ideas:</u></p> <ul style="list-style-type: none"> • One black dot pictures • Picture showing 11 of lots of things • Making the number 1 numberblock • Number formation 	<p><u>MASTERING FOR NUMBER PROGRAMME COVERAGE</u></p> <p><u>Subitising wk 1</u></p> <ul style="list-style-type: none"> • connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers • hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number • develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds • begin to develop the language of 'whole' when talking about objects which have parts • identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers 'hiding' inside larger numbers <p><u>CP</u></p> <ul style="list-style-type: none"> • Arrangements of 3 using bingo dabbers, stickers etc. • Sorting subitising cards into 1, 2 and 3. • Create arrangements to match dot pictures • Counting 1 or 2 objects to match the number on a paper plate.
<p><u>Week 2</u></p> <p><u>ELG:</u></p> <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number • Verbally count beyond 20, recognising the pattern of the counting system 	<p><u>Number of the week—2</u></p> <ul style="list-style-type: none"> • Numberblocks episode • Number formation rhyme • Counting objects • Subitising • Pictorial representations and what it is not <p><u>CP ideas:</u></p> <ul style="list-style-type: none"> • 2 black dot pictures • Making the number 2 numberblock with paper • Finding 2 of different objects in a tuff tray with shredded paper or similar • Number puzzles 	<p><u>Counting, cardinality and ordinality wk 2</u></p> <ul style="list-style-type: none"> • connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers • hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number • develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds • begin to develop the language of 'whole' when talking about objects which have parts <p><u>CP</u></p> <ul style="list-style-type: none"> • baskets of mixed objects (up to 5 of each item) to sort • Invite the children to make collections of a given number • Provide a selection of containers that allow for the development of 1:1 correspondence, • Counting wands

EYFS Maths overview , Term 1

<p><u>Week 3</u></p> <p><u>ELG:</u></p> <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number • Verbally count beyond 20, recognising the pattern of the counting system 	<p><u>PASHLEY INPUTS AND CONTINUOUS PROVISION, GUIDED BY DEVELOPMENT MATTERS.</u></p> <p><u>Number of the week—3</u></p> <ul style="list-style-type: none"> • Numberblocks episode • Number formation rhyme • Counting objects • Subitising • Pictorial representations and what it is not <p><u>CP ideas:</u></p> <ul style="list-style-type: none"> • Pictures showing 3 • 3 numberblock crown • Number formation • Collections of 3 	<p><u>MASTERING FOR NUMBER PROGRAMME COVERAGE</u></p> <p><u>Composition wk 3</u></p> <ul style="list-style-type: none"> • connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers • hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number • develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds • begin to develop the language of 'whole' when talking about objects which have parts <p><u>CP</u></p> <ul style="list-style-type: none"> • Hunt for 2 of different objects in sand etc... • Teddy bears picnic role play/cut and stick
<p><u>Week 4</u></p> <p><u>ELG:</u></p> <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number • Verbally count beyond 20, recognising the pattern of the counting system • Subitise (recognise quantities without counting) up to 5 	<p><u>Number of the week—4</u></p> <ul style="list-style-type: none"> • Numberblocks episode • Number formation rhyme • Counting objects • Subitising • Pictorial representations and what it is not <p><u>CP ideas:</u></p> <ul style="list-style-type: none"> • Counting 4 of different objects • Collecting 4 of different objects in bags • 4 pictures • Number of the day – topmarks • Numicon up to 4 + pom poms + tweezers 	<p><u>Subitising wk 4</u></p> <ul style="list-style-type: none"> • identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers 'hiding' inside larger numbers <p><u>CP ideas</u></p> <ul style="list-style-type: none"> • Number bingo 1 to 3 dice • Subitising cards 1 t 4 • Arrangements of 4 cubes • Looking at pictures of arrangements of 4 and recreating with dabbers.

EYFS Maths overview , Term 2

<p><u>Week 1</u></p> <p><u>ELG:</u></p> <ul style="list-style-type: none"> Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity Have a deep understanding of number to 10, including the composition of each number Verbally count beyond 20, recognising the pattern of the counting system 	<p><u>PASHLEY INPUTS AND CONTINUOUS PROVISION, GUIDED BY DEVELOPMENT MATTERS.</u></p> <p><u>Number of the week—5</u></p> <ul style="list-style-type: none"> Numberblocks episode Number formation rhyme Counting objects Subitising Pictorial representations and what it is not <p><u>CP ideas:</u></p> <ul style="list-style-type: none"> Numberblock arrangements Draw round hands and number the fingers 5 of different objects Number formation Order numicon to 5 	<p><u>MASTERING FOR NUMBER PROGRAMME COVERAGE</u></p> <p><u>Comparison wk 5</u></p> <ul style="list-style-type: none"> compare sets of objects by matching <p><u>CP ideas</u></p> <ul style="list-style-type: none"> In pairs, take it in turns to roll a dice and put that number of things in a bowl. Whoever has more gets a counter. Play a game in pairs using subitising cards. Provide each child with a stack of cards placed upside down. The children turn over their cards at the same time and the person with the highest number of dots keeps both cards. In pairs take it in turns to roll a dice and put that number of things in a bowl. Whoever has fewer gets a counter. Play a game in pairs using subitising cards. Provide each child with a stack of cards placed upside down. The children turn over their cards at the same time and the person with the lowest number of dots keeps both cards.
<p><u>Week 2</u></p> <p><u>ELG</u></p> <ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number Verbally count beyond 20, recognising the pattern of the counting system 	<p><u>Number of the week—6</u></p> <ul style="list-style-type: none"> Numberblocks episode Number formation rhyme Counting objects Subitising Pictorial representations and what it is not <p><u>CP ideas:</u></p> <ul style="list-style-type: none"> Silly Sidney only eats 6 Create a plate for Sidney. – Paper plates. Sort 6 and not 6 food pictures Arrangements of 6 with cubes Number formation. Counting 6 of different objects. 	<p><u>Counting, ordinality and cardinality wk 6</u></p> <ul style="list-style-type: none"> develop counting skills and knowledge, including: that the last number in the count tells us ‘how many’ (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds <p><u>CP ideas</u></p> <ul style="list-style-type: none"> Green cubes and hand pictures Bags of 5—Collect 5 things in your bag. Hungarian number frames and objects to count Arrangements of 5 peas.
<p><u>Week 3</u></p> <p><u>ELG</u></p> <ul style="list-style-type: none"> Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity 	<p><u>Number of the week—7</u></p> <ul style="list-style-type: none"> Numberblocks episode Number formation rhyme Counting objects Subitising Pictorial representations and what it is not <p><u>CP ideas:</u></p> <ul style="list-style-type: none"> Numberblocks picnic—drawing and creating with cubes and fruit. Rainbow picnic drawing Rainbow picnic role play. Number formation Ordering numicon to 7 Topmarks number of the day. 	<p><u>Comparison wk 7</u></p> <ul style="list-style-type: none"> compare sets of objects by matching <p><u>CP ideas</u></p> <ul style="list-style-type: none"> Play game ‘who has more’ Teddy bears picnic pictures with an equal number of each item Teddy bears picnic role play with extra of some items. Cube/cut and stick squares equal towers. Water tray—How many cups of water does each container hold. Do any hold an equal amount?

EYFS Maths overview , Term 2

<p><u>Week 4</u></p> <p><u>Early learning goal</u></p> <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number • Verbally count beyond 20, recognising the pattern of the counting system 	<p><u>PASHLEY INPUTS AND CONTINUOUS PROVISION, GUIDED BY DEVELOPMENT MATTERS.</u></p> <p><u>Number of the week—8</u></p> <ul style="list-style-type: none"> • Numberblocks episode • Number formation rhyme • Counting objects • Subitising • Pictorial representations and what it is not <p><u>CP ideas:</u></p> <ul style="list-style-type: none"> • Spiders and octopus • Sorting pictures 8 and not 8 • Cube arrangements • Ordering numicon • Counting 8 objects 	<p><u>MASTERING FOR NUMBER PROGRAMME COVERAGE.</u></p> <p><u>Composition wk 8</u></p> <ul style="list-style-type: none"> • begin to develop the language of 'whole' when talking about objects which have parts <p><u>CP ideas</u></p> <ul style="list-style-type: none"> • Puzzles and toys in pieces to put back together. • Play guess the whole by revealing a part • Orange and yellow cubes to build the numberblocks.
<p><u>Week 5</u></p> <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number • Verbally count beyond 20, recognising the pattern of the counting system 	<p><u>Number of the week—9</u></p> <ul style="list-style-type: none"> • Numberblocks episode • Number formation rhyme • Counting objects • Subitising • Pictorial representations and what it is not <p><u>CP ideas:</u></p> <ul style="list-style-type: none"> • 9 things on Christmas jumper. • Counting 9 objects 	<p><u>Composition wk 9</u></p> <ul style="list-style-type: none"> • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • begin to develop the language of 'whole' when talking about objects which have parts <p><u>CP ideas</u></p> <ul style="list-style-type: none"> • Making stampolines in different ways—cubes, paint, stickers. • 4 and not 4 sorting • Using red and yellow counters to make 4/5. Record by drawing counters.
<p><u>Week 6</u></p> <p><u>Development matters</u></p> <p><u>3/4 year olds</u></p> <ul style="list-style-type: none"> • Extend and create AB, AB patterns • Notice and correct an error in a repeated pattern • EYFS—Reception - • Continue, copy and create repeated patterns 	<p><u>Continue and copy repeating patterns (1 week)</u></p> <ul style="list-style-type: none"> • recognise an AB pattern • Continue an AB pattern • Copy an AB pattern <p><u>CP Ideas</u></p> <ul style="list-style-type: none"> • AB patterns with objects • Continue given cube patterns • Pattern colouring • Natural material to make and copy AB patterns 	<p>None—Pashley planning</p>

EYFS Maths overview , Term 2

Week 7

Development matters

3/4 year olds

- Extend and create AB, AB patterns
- Notice and correct an error in a repeated pattern
- EYFS—Reception -
- Continue, copy and create repeated patterns

PASHLEY INPUTS AND CONTINUOUS PROVISION, GUIDED BY DEVELOPMENT MATTERS.

Create repeating patterns (1 week)

- Make their own AB pattern
- Fixing an error in an AB pattern
- Identifying the unit of repeat
- Start creating AABB and ABC patterns

CP Ideas

- Painting AB patterns
- Creating ABC patterns with different objects

MASTERING FOR NUMBER PROGRAMME COVERAGE.

None—Pashley planning

EYFS Maths overview , Term 3		
<p><u>Week 1</u></p> <p><u>ELG</u></p> <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number • 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 	<p><u>PASHLEY INPUTS AND CONTINUOUS PROVISION, GUIDED BY DEVELOPMENT MATTERS.</u></p> <p><i>Maisy goes camping</i> (place value—5 and number bonds to 5) (1 week)</p> <ul style="list-style-type: none"> • role play, small world • Concrete apparatus of the par, part whole • Pictorial and abstract representations of the part, part, whole <p><u>CP ideas:</u></p> <ul style="list-style-type: none"> • Tents and bears • Draw the story • 5 frames and doubles sided counters • 5 frames and 2 coloured pencils each • Number formation 1 - 5 	<p><u>MASTERING FOR NUMBER PROGRAMME COVERAGE.</u></p> <ul style="list-style-type: none"> • None Pashley planning.
<p><u>Week 2</u></p> <p><u>ELG</u></p> <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number • Verbally count beyond 20, recognising the pattern of the counting system 	<p><u>Number of the week—10</u></p> <ul style="list-style-type: none"> • Numberblocks episode • Number formation rhyme • Counting objects • Subitising • Pictorial representations and what it is not <p><u>CP Ideas:</u></p> <ul style="list-style-type: none"> • Barry the fish with fingers. • Make Barry with 10 fingers • Counting 10 objects • Drawing round hands and labelling with each number 	<p><u>Counting, ordinality and cardinality wk 10</u></p> <ul style="list-style-type: none"> • Develop counting skills and knowledge, including, that the last number in the count tells us 'how many' (cardinality), to be accurate in counting, each thing must be counted once and once only and in order, the need for 1:1 correspondence, understanding that anything can be counted, including actions and sounds. <p><u>CP ideas</u></p> <ul style="list-style-type: none"> • Number and amount card matching • Number hunt—Clipboard with number, collect that number of things in your bag • Build a tower as big as the number says. • Building towers with large bricks, writing the number down. How many until it falls down.
<p><u>Week 3</u></p> <p><u>ELG</u></p> <ul style="list-style-type: none"> • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity • Have a deep understanding of number to 10, including the composition of each number • Verbally count beyond 20, recognising the pattern of the counting system 	<p><u>Number of the week—0</u></p> <ul style="list-style-type: none"> • Numberblocks episode • Number formation rhyme • Counting objects • Subitising • Pictorial representations and what it is not <p><u>CP Ideas:</u></p> <ul style="list-style-type: none"> • Pictures—Pupil voice—There are 0? • Putting the right number of stickers to match a given number inc 0 • Pick a card and count the correct number of objects inc 0 	<p><u>Subitising wk 11</u></p> <ul style="list-style-type: none"> • Continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals. <p><u>CP ideas</u></p> <ul style="list-style-type: none"> • Shapes and see-through counters, place a counter on each corner, How many? • Shapes and dot stickers—draw round shapes and add a dot to each corner, How many? • Play track games

<p><u>Week 4</u></p> <p><u>ELG</u></p> <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number • Verbally count beyond 20, recognising the pattern of the counting system <p><u>Development matters—shape objective</u></p> <ul style="list-style-type: none"> • Talk about and explore 2D and 3D shapes using informal and mathematical language • Select, rotate and manipulate to develop special reasoning skills • Compose and decompose shapes so that children recognise a shape can have other shapes within it (just as numbers can) 	<p><u>PASHLEY INPUTS AND CONTINUOUS PROVISION, GUIDED BY DEVELOPMENT MATTERS.</u></p> <p><u>Shape of the week—Circle</u></p> <ul style="list-style-type: none"> • Identify range circles • Properties of a circle <p><u>CP ideas:</u></p> <ul style="list-style-type: none"> • Circles not circles • Make pictures with circles • Fill the circle with objects • Printing with different circles 	<p><u>MASTERING FOR NUMBER PROGRAMME COVERAGE.</u></p> <p><u>Counting, ordinality and cardinality wk 12</u></p> <ul style="list-style-type: none"> • Continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern. • Order numbers and play number track games. <p><u>CP ideas</u></p> <ul style="list-style-type: none"> • Numberblock printing • Squared paper to make the staircase • Building a staircase
<p><u>Week 5</u></p> <p><u>ELG</u></p> <ul style="list-style-type: none"> • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity • Have a deep understanding of number to 10, including the composition of each number • Verbally count beyond 20, recognising the pattern of the counting system <p><u>Development matters—shape objective</u></p> <ul style="list-style-type: none"> • Talk about and explore 2D and 3D shapes using informal and mathematical language • Select, rotate and manipulate to develop special reasoning skills • Compose and decompose shapes so that children recognise a shape can have other shapes within it (just as numbers can) 	<p><u>Shape of the week—Triangle</u></p> <ul style="list-style-type: none"> • Identify range of triangles • Properties of a triangle <p><u>CP ideas:</u></p> <ul style="list-style-type: none"> • Triangles not triangles • Triangle printing • Making triangles using lollysticks/match sticks • I spy triangles • Triangle pictures 	<p><u>Composition wk 13</u></p> <ul style="list-style-type: none"> • Begin to identify missing parts for numbers within 5 • Explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame. <p><u>CP Ideas</u></p> <ul style="list-style-type: none"> • 5 speckled frogs, sticks • Die frames, 5 cubes • Number bonds to 5 lily pads
<p><u>Week 6</u></p> <p><u>ELG</u></p> <ul style="list-style-type: none"> • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity • Have a deep understanding of number to 10, including the composition of each number • Verbally count beyond 20, recognising the pattern of the counting system <p><u>Development matters—shape objective</u></p> <ul style="list-style-type: none"> • Talk about and explore 2D and 3D shapes using informal and mathematical language • Select, rotate and manipulate to develop special reasoning skills • Compose and decompose shapes so that children recognise a shape can have other shapes within it (just as numbers can) 	<p><u>Shape of the week—Square</u></p> <ul style="list-style-type: none"> • Identify range of squares • Properties of a square. <p><u>CP ideas:</u></p> <p>Square portraits</p> <p>I spy square</p> <p>Matchstick squares</p> <p>Square formation on whiteboards</p> <p>Shape patterns (Topmarks)</p> <p>Block printing</p>	<p><u>Composition wk 14</u></p> <ul style="list-style-type: none"> • Begin to identify missing parts for numbers within 5 • Explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame. <p><u>CP Ideas</u></p> <ul style="list-style-type: none"> • UFO die frames • Number formation

EYFS Maths overview , Term 4		
<p><u>Week 1</u></p> <p><u>ELG</u></p> <ul style="list-style-type: none"> Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity <p><u>Development matters—shape objective</u></p> <ul style="list-style-type: none"> Talk about and explore 2D and 3D shapes using informal and mathematical language Select, rotate and manipulate to develop special reasoning skills Compose and decompose shapes so that children recognise a shape can have other shapes within it (just as numbers can) 	<p><u>PASHLEY INPUTS AND CONTINUOUS PROVISION, GUIDED BY DEVELOPMENT MATTERS.</u></p> <p><u>Shapes of the week— Rectangle</u></p> <ul style="list-style-type: none"> Identify a range of rectangles Properties of a rectangle <p><u>CP ideas:</u></p> <ul style="list-style-type: none"> Rectangle not rectangle triangles Rectangle printing Making Rectangle using lollysticks/match sticks I spy rectangle Rectangle pictures 	<p><u>MASTERING FOR NUMBER PROGRAMME COVERAGE.</u></p> <p><u>Comparison Wk 15</u></p> <ul style="list-style-type: none"> Focus on equal and unequal groups when comparing numbers <p><u>CP ideas</u></p> <ul style="list-style-type: none"> Comparing number of objects
<p><u>Week 2</u></p> <p><u>ELG</u></p> <ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number Verbally count beyond 20, recognising the pattern of the counting system Subitise (recognise quantities without counting) up to 5 <p><u>Development matters—shape objective</u></p> <ul style="list-style-type: none"> Talk about and explore 2D and 3D shapes using informal and mathematical language Select, rotate and manipulate to develop special reasoning skills Compose and decompose shapes so that children recognise a shape can have other shapes within it (just as numbers can) 	<p><u>Shape of the week—Pentagon</u></p> <ul style="list-style-type: none"> Spot the pentagions Properties of a pentagon <p><u>CP ideas:</u></p> <ul style="list-style-type: none"> Building 3D shapes using matchsticks/lollisticks Geoboards I spy 2D shapes 	<p><u>Counting, ordinality and cardinality Wk 16</u></p> <ul style="list-style-type: none"> Explore the structure of the numbers 6 and 7 as 5 and a bit and connect this to finger patterns and the Hungarian number frame. Continue to develop their understanding of the counting sequence and link cardinality and ordinality through the staircase pattern. <p><u>CP ideas</u></p> <ul style="list-style-type: none"> Counting pictures (lots of objects) Hand drawing and colouring (5 and 1 more, 5 and 2 more) Building towers using colours to match 5 and 1 more, 5 and 2 more
<p><u>Week 3</u></p> <p><u>ELG</u></p> <ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number Verbally count beyond 20, recognising the pattern of the counting system Subitise (recognise quantities without counting) up to 5 <p><u>Development matters—shape objective</u></p> <ul style="list-style-type: none"> Talk about and explore 2D and 3D shapes using informal and mathematical language Select, rotate and manipulate to develop special reasoning skills Compose and decompose shapes so that children recognise a shape can have other shapes within it (just as numbers can) 	<p><u>Shape of the week—Hexagon</u></p> <ul style="list-style-type: none"> Spot the hexagons Properties of a hexagons <p><u>CP ideas:</u></p> <ul style="list-style-type: none"> Hexagon not hexagon triangles Hexagon printing Making hexagons using lollysticks/match sticks I spy hexagon Hexagon pictures 	<p><u>Comparison Wk 17</u></p> <ul style="list-style-type: none"> Continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities and numerals. <p><u>CP Ideas</u></p> <ul style="list-style-type: none"> 6 or not 6 Ordering numberblocks, cubes, numicon Number formation Revisit hands with 5 and 1/2 more

EYFS Maths overview , Term 4		
<p><u>Week 4</u></p> <p><u>ELG</u></p> <ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number Verbally count beyond 20, recognising the pattern of the counting system Subitise (recognise quantities without counting) up to 5 <p><u>Development matters—shape objective</u></p> <ul style="list-style-type: none"> Talk about and explore 2D and 3D shapes using informal and mathematical language Select, rotate and manipulate to develop special reasoning skills Compose and decompose shapes so that children recognise a shape can have other shapes within it (just as numbers can) 	<p><u>PASHLEY INPUTS AND CONTINUOUS PROVISION, GUIDED BY DEVELOPMENT MATTERS.</u></p> <p><u>Introducing 3D shape</u></p> <ul style="list-style-type: none"> Sort 2D and 3D shapes 2D shapes are flat 3D shapes are solid <p><u>CP ideas</u></p> <ul style="list-style-type: none"> Sort 2D and 3D shapes. building with 3D shapes. Building 3D shapes with polydron or magnetic shapes. Playdough or paint printing with 3D shapes 	<p><u>MASTERING FOR NUMBER PROGRAMME COVERAGE.</u></p> <p><u>Composition Wk 18</u></p> <ul style="list-style-type: none"> Explore the structure of numbers 6 and 7 as '5 and a bit' and connect this to the finger pattern and the Hungarian number frame. <p><u>CP ideas</u></p> <ul style="list-style-type: none"> Bingo dabbers to show different arrangements of 6 Chn create 7 using 2 different coloured cubes
<p><u>Week 5</u></p> <p><u>ELG</u></p> <ul style="list-style-type: none"> Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity <p><u>Development matters—shape objective</u></p> <ul style="list-style-type: none"> Talk about and explore 2D and 3D shapes using informal and mathematical language Select, rotate and manipulate to develop special reasoning skills Compose and decompose shapes so that children recognise a shape can have other shapes within it (just as numbers can) 	<p><u>3D shapes—Cube</u></p> <ul style="list-style-type: none"> Cube or not cube What 2D shapes can you spot in a cube? <p><u>CP ideas</u></p> <ul style="list-style-type: none"> Building cubes with polydron Sorting cubes and not cubes Cube printing Cube nets. 	<p><u>Composition Wk 19</u></p> <ul style="list-style-type: none"> Focus on equal and unequal groups when comparing numbers Understand that two equal groups can be called 'double' and connect this to finger patterns. <p><u>CP ideas</u></p> <ul style="list-style-type: none"> Doubling ice cream cones— funky fingers Mirrors exploring doubles Butterfly patterns using loose parts Butterfly printing—choosing a number 1-5 and folding the butterfly in half and printing the double
<p><u>Week 6</u></p> <p><u>ELG</u></p> <ul style="list-style-type: none"> Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity <p><u>Development matters—shape objective</u></p> <ul style="list-style-type: none"> Talk about and explore 2D and 3D shapes using informal and mathematical language Select, rotate and manipulate to develop special reasoning skills Compose and decompose shapes so that children recognise a shape can have other shapes within it (just as numbers can) 	<p><u>3D shape—Cuboid</u></p> <ul style="list-style-type: none"> Cuboid or not cuboid What 2D shapes can you spot in a cuboid? <p><u>CP ideas</u></p> <ul style="list-style-type: none"> Building cuboids Real life objects Sorting cuboids and not cuboids 	<p><u>Composition Wk 20</u></p> <ul style="list-style-type: none"> Focus on equal and unequal groups when comparing numbers. Understand that two equal groups can be called a 'double' and connect this to the finger pattern. Sort odd and even numbers according to their 'shape'. <p><u>CP ideas</u></p> <ul style="list-style-type: none"> Sorting tray—sorting resources on different attributes (colour, size, object) Watch odd and even episode of number blocks—Odd and even cut outs on football pitch Number bonds using numicon—what 2 numbers make the whole? Do you spot any doubles

EYFS Maths overview , Term 5

<p><u>Week 1</u></p> <p><u>ELG</u></p> <ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the counting system <p><u>Development matters—shape objective</u></p> <ul style="list-style-type: none"> Talk about and explore 2D and 3D shapes using informal and mathematical language Select, rotate and manipulate to develop special reasoning skills Compose and decompose shapes so that children recognise a shape can have other shapes within it (just as numbers can) 	<p><u>PASHLEY INPUTS AND CONTINUOUS PROVISION, GUIDED BY DEVELOPMENT MATTERS.</u></p> <p><u>3D shape - Cylinder</u></p> <ul style="list-style-type: none"> Cylinder or not cylinder What 2D shapes can you spot in a cylinder? Real life objects <p><u>CP Ideas</u></p> <ul style="list-style-type: none"> Roll or not roll investigation Sorting cylinder/not cylinder 3D shape hunt 	<p><u>MASTERING FOR NUMBER PROGRAMME COVERAGE.</u></p> <p><u>Cardinality, ordinality and counting. Wk 21</u></p> <ul style="list-style-type: none"> Continue to develop their counting skills, counting larger sets as well as counting cations and sounds. <p><u>CP ideas</u></p> <ul style="list-style-type: none"> Counting pictures using counting wands Counting a collection of objects up to 20 putting into lines to support Create a picture of 20 using stamps/stickers
<p><u>Week 2</u></p> <p><u>ELG</u></p> <ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number Verbally count beyond 20, recognising the pattern of the counting system Subitise (recognise quantities without counting) up to 5 <p><u>Development matters—shape objective</u></p> <ul style="list-style-type: none"> Talk about and explore 2D and 3D shapes using informal and mathematical language Select, rotate and manipulate to develop special reasoning skills Compose and decompose shapes so that children recognise a shape can have other shapes within it (just as numbers can) 	<p><u>3D shape—Cone</u></p> <ul style="list-style-type: none"> Cone or not cone What 2D shapes can you spot in a cone? Real life objects <p><u>CP Ideas</u></p> <p>Create clown hats</p> <p>Build castles with cones on top</p> <p>Quoits and cones</p>	<p><u>Subitising Wk 22</u></p> <ul style="list-style-type: none"> Explore a range of representations of numbers, including the 10 frame, and see how doubles can be arranged in a 10 frame. <p><u>CP ideas</u></p> <ul style="list-style-type: none"> Arrangements of 6 with dabbers or stickers Sorting dot pictures—6 and not 6 Finger printing doubles Using counters, show all the even numbers on ten frame/ record on a sheet
<p><u>Week 3</u></p> <p><u>ELG</u></p> <ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number Verbally count beyond 20, recognising the pattern of the counting system Subitise (recognise quantities without counting) up to 5 <p><u>Development matters—shape objective</u></p> <ul style="list-style-type: none"> Talk about and explore 2D and 3D shapes using informal and mathematical language Select, rotate and manipulate to develop special reasoning skills Compose and decompose shapes so that children recognise a shape can have other shapes within it (just as numbers can) 	<p><u>3D shapes– Sphere</u></p> <ul style="list-style-type: none"> Sphere or not sphere Real life objects <p><u>CP Ideas</u></p> <ul style="list-style-type: none"> Marble painting Sorting 3D shapes Exploring different sized balls. 	<p><u>Composition Wk 23</u></p> <ul style="list-style-type: none"> explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame <p><u>CP ideas</u></p> <ul style="list-style-type: none"> Kitten rhyme role play Ways to make 5—How many are under the cloth? Pick a number how many more do you need to make that number if you already have 5?

EYFS Maths overview , Term 5

Week 4

ELG

- Have a deep understanding of number to 10, including the composition of each number
- Verbally count beyond 20, recognising the pattern of the counting system
- Subitise (recognise quantities without counting) up to 5

PASHLEY INPUTS AND CONTINUOUS PROVISION, GUIDED BY DEVELOPMENT MATTERS.

Composition of 5

CP ideas

- Making 5 with 2 different colours.
- Corresponding subtraction
- Drawing ways to make 5

MASTERING FOR NUMBER PROGRAMME COVERAGE.

Composition Wk 24

- explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame
- compare quantities and numbers, including sets of objects which have different attributes

CP ideas

- Collecting bags
- Die frames for 10
- Bingo dabbers and die frames to show number bonds for 10
- Pans and sausages

Week 5

ELG

- compare quantities up to 10 in different contexts recognising when one quantity is greater than, less than or the same as the other quantity

Composition of 6

CP ideas

- Making 6 with 2 different colours.
- Corresponding subtraction
- Drawing ways to make 6

Comparison Wk 25

- Order numbers and play track games
- continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2

CP ideas

- Washing line number ordering
- Number track partner game
- Create your own number track
- Hide a number game

Week 6

ELG

- Verbally count beyond 20, recognising the pattern of the counting system
- Have a deep understanding of number to 10, including the composition of each number

The great pet sale

- Read story
- Coin to match amounts
- Paying for more than 1 animal
- What can we buy with 10p?

CP ideas:

- role play
- How many pennies do you need to buy 1 animal
- How many pennies do you need to buy 2 animals.
- How many animals can you buy for 10p

EYFS Maths overview , Term 6		
<p><u>Week 1</u></p> <p><u>ELG</u>– subitise (recognise quantities without counting up to 5)</p> <p>have a deep understanding of number to 10 including the composition of each number</p>	<p><u>PASHLEY INPUTS AND CONTINUOUS PROVISION, GUIDED BY DEVELOPMENT MATTERS.</u></p> <p><i>Composition of 7</i></p> <p><u>CP ideas:</u></p> <ul style="list-style-type: none"> • <i>Making 7 with 2 different colours.</i> • <i>Corresponding subtraction</i> • <i>Drawing ways to make 7</i> 	<p><u>MASTERING FOR NUMBER PROGRAMME COVERAGE.</u></p> <p>Wk 26– review and assess, subitising on a rekenrek, develop conceptual subitising skills including when using a rekenrek</p> <p><u>CP ideas</u></p> <ul style="list-style-type: none"> • Subitising cards • Subitising hunt • Using pictures of birds and buses from the class input can the children use the rekenreks to represent the number of birds of children on the bus.
<p><u>Week 2</u></p> <p><u>ELG</u>– have a deep understanding of number to 10 including the composition of each number</p>	<p>Composition of 8</p> <p><u>CP ideas:</u></p> <ul style="list-style-type: none"> • <i>Making 8 with 2 different colours.</i> • <i>Corresponding subtraction</i> • <i>Drawing ways to make 8</i> 	<p>Wk 27– review and assess, understanding of numbers to 10</p> <p><u>CP ideas</u></p> <ul style="list-style-type: none"> • Build the number blocks to 10 and put them in order. • On a number track sheet, colour or mark a number that is a lot/ a little bit more or less
<p><u>Week 3</u></p> <p><u>ELG</u>– automatically recall (without reference to rhyme, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10 (including double facts)</p> <p>have a deep understanding of number to 10 including the composition of each number</p>	<p>Composition of 9</p> <p><u>CP ideas:</u></p> <ul style="list-style-type: none"> • <i>Making 9 with 2 different colours.</i> • <i>Corresponding subtraction</i> • <i>Drawing ways to make 9</i> 	<p>Wk 28– review and assess automatic recall</p> <p><u>CP Ideas</u></p> <ul style="list-style-type: none"> • Sorting numicon • On paper plates labelled with 5 and 10. Use 2 coloured pegs to make the number. • Colour 5 and 10 frames including die frames to show different ways to make 5 or 10.
<p><u>Week 4</u></p> <p><u>ELG</u>– explore and represent patterns within numbers up to 10, including evens and odds double facts and how quantities can be distributed equally</p> <p>have a deep understanding of number to 10 including the composition of each number</p>	<p>Composition of 10</p> <p><u>CP ideas:</u></p> <ul style="list-style-type: none"> • <i>Making 10 with 2 different colours.</i> • <i>Corresponding subtraction</i> • <i>Drawing ways to make 10</i> 	<p>Wk 29– review and assess patterns within numbers to 10</p> <p><u>CP ideas</u></p> <ul style="list-style-type: none"> • Double butterflies • Sharing numbers equally • Sorting dominoes.
<p><u>Week 5</u></p> <p><u>ELG</u>– verbally count beyond 20 recognising the patterns of the counting system</p> <p><u>EYFS—Development matters, reception -</u></p> <ul style="list-style-type: none"> • Continue, copy and create repeated patterns 	<p><u>Pattern bugs book.</u></p> <p>Identify patterns</p> <p><u>CP ideas:</u></p> <ul style="list-style-type: none"> • On squared paper, with pencils and pens, children recreate the patterns from the book pages. • Using widget symbols, children create their own action patterns. 	<p>Wk 30– review and assess counting beyond 20</p> <p><u>CP ideas</u></p> <ul style="list-style-type: none"> • Museum of 6 • Ordering number cards • Counting pictures on wrapping paper.
<p><u>Week 6</u></p> <p><u>ELG</u>– compare quantities up to 10 in different contexts recognising when one quantity is greater than, less than, or the same as the other</p>		<p>Wk 31– review and assess– comparison</p> <p><u>CP ideas</u></p> <ul style="list-style-type: none"> • Play a game of 'Who has more?' The first child rolls a dice and places that number of objects in their dish. The next child rolls the dice and places that number of objects in their dish. • Balance scales and compare bears. • On a number track sheet, colour or mark a number that is a lot/ a little bit more or less

EYFS Maths overview , Term 6

Week 7

ELG- Verbally count beyond 20, recognising the pattern of the counting system

Have a deep understanding of number to 10, including the composition of each number

1 is a snail, 10 is a crab

- How many legs on each animal?
- How many legs with 2 animals?
- What animals make 10 legs all together?

CP ideas:

- role play
- Looking at numbers of legs for number bonds and doubles
- Number investigation, exploration
- Place value