**Tarporley C of E Primary School MATHS IN EYFS**

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|  | **Autumn** | | **Spring** | | **Summer** | |
| **Progression of Learning Teaching Sequence**  *Each half term includes objects from the following areas: cardinality and counting, composition, comparison, measures and pattern.* | **Cardinality & Counting** Accurate counting of sets of objects 1-5  Subitising 1-3  Numeral Recognition 1-5 **Composition**  Conceptual subitising - noticing numbers within numbers  **Comparison**  Compare sets 1-5 using vocab of more / fewer / most /fewest  **Measures**  Height  **Pattern**  Simple AB patterns (complete, copy, make own and spot/correct errors in patterns) | **Cardinality & Counting** Accurate counting of sets of objects 1-10 and ordering numbers 1-10 Subitising 1-5 **Composition**  Applied conceptual subitising  Inverse operations - splitting and recombining sets of objects 1-5 including part whole model  **Comparison**  Compare numbers using vocab of more/less  Find 1 more using sets of objects on tens frames/ number track  **Shape/Space**  2D shapes and their properties  **Pattern**  identifying unit of repeat – AB & ABC patterns | **Cardinality & Counting**  Counting backwards 10-1 & ordering numbers 10-1 **Composition**  Systematic approach to partitioning sets of objects 1-5 including part whole model  Start to learn number bonds 1-5  **Comparison**  Find 1 less using sets of objects on tens frame and on a number track **Measures**  Length  **Shape/Space**  Spatial vocabulary (in front, behind, in between, on, in, under, first second, third)  **Pattern**  More complex patterns – ABB, ABBC generalising pattern and transferring to another format | **Composition**  Splitting and recombining sets of objects 6-9  Use part whole model and tens frame  **Comparison**  1 more/1 less using mental numberline (see Pattern plan)  **Measures**  Mass  **Shape/Space**  representing spatial relationships as maps Spatial vocabulary (forwards, backwards, up, down, across)  **Pattern**  Numerical Patterns – staircase patterns linked to 1 more/1 less in comparison | **Cardinality & Counting** Counting beyond 10 noticing pattern in ones **Composition**  Systematic approach to splitting and recombining sets of objects 1-10  - use part whole model and tens frame Consolidate bonds to 5, 4, 3, 2, 1  Make generalisations Start to learn some number bonds for 10 **Measures**  Time – sequence of events  **Shape/Space**  3D shapes properties of shapes  **Patterns**  Numerical patterns- odds & evens | **Cardinality & Counting** Counting beyond 20 noticing pattern in tens **Composition**  Look at part whole models splitting numbers 1-10 where both parts are the same – learn those not known  Link to doubles and halves work in patterns Splitting into more than 2 parts – link to sharing fairly in comparison **Comparison**  Focus on sharing fairly **Measures**  Capacity  **Shape/Space** Relationships between shapes  **Pattern** Symmetry/reflections Numerical patterns- doubles and halves |
| **Development Matters Objectives**  Mathematics- *Children in reception will be learning to:* | **Count objects actions and sounds**  Develop key skills of counting objects including saying the numbers in order and marching one number name to each item  Count out a smaller number from a larger group  Sing counting songs and number rhymes  **Subitise**  Play games  Show fingers without counting  **Compare numbers**  Compare collections of objects  **Link numeral and value**  1-5  **Explore the composition of numbers to 10**  1-5  **Continue, copy and create patterns** | **Subitise**  Small quantities in familiar patterns e.g. dice  Reasoning- square shape must be four  **Link numeral and value**  6-10  **Explore the composition of numbers to 10**  6-10  Whole and parts  **Compare numbers**  Use vocab of more/less  **Compose and decompose shapes so that children recognise that a shape can have other shapes *within* it, just as numbers can**  **Continue, copy and create patterns** | **Compare numbers**  Plan games which involve portioning and recombining sets  **Automatically recall number bonds for numbers 0-5**  Learn through practical experiences  Hiding games- how many under?  **Select, rotate and manipulate shapes to develop spatial**  **reasoning skills**  **Link numeral and value**  Play card games or matching pairs  **Continue, copy and create patterns**  **Compare length, weight and capacity**  Understand the one more/less relationship between consecutive numbers | **Compare numbers**  Tell a story ad make sure everyone has the same at the end  **Select, rotate and manipulate shapes to develop spatial reasoning skills**  **Compare length, weight and capacity**  Model comparative language and encourage children to use this vocabulary.  **Understand the one more/less relationship between consecutive numbers**  Provide staircase patterns which show that the next counting number includes the previous plus 1. | **Count beyond ten**  Count verbally beyond 10, and then 20, pausing at each multiple of ten to draw out structure  **Automatically recall number bonds for numbers 0-10**  Spot and use opportunities for children to apply number bonds  Use a five/ten frame  **Compose and decompose shapes so that children recognise that a shape can have other shapes *within* it, just as numbers can**  Find 2D shapes within 3D shapes, including through printing or shadow play | **Compare numbers**  **Count beyond ten**  Count verbally beyond 10, and then 20, pausing at each multiple of ten to draw out structure  Provide images such as hundred squares and number tracks so children can become familiar with two-digit numbers and spot patterns  **Compare length, weight and capacity**  Ask children to make and test predictions. |
| **Links to NCTEM/ Numberblocks** | NB S1 episodes 1-4 (introducing 1, 2 and 3)  NB S1 episode 5 (compare 1-3)  NB S1 episodes 6 & 7 (introducing 4 and 5)  NB S1 episodes 9 & 10 (1:1 correspondence, cardinality) | NB S1 episode 11 (Stampolines)  NB S1 episode 12 (Whole of me)  NB S1 episode 13 (splitting 4)  NB S1 episode 14 (splitting 5)  NB S3 episode 1 (1-5)  NB S3 episode 9 (Compare numbers)  NB S3 episode 16- Flatland  NB Series 5- What’s my number (subitising) | NB S1 episode 15 (Hide and Seek)  NB S2 episodes 1-5 (introducing 6-10)  NB S2 episodes 6 & 7 (Just add one & ten green bottles)  NB S3 episode 3 -4 (number bonds to 5)  NB S3 episode 6 (Now we are 6-10)  NB S3 episode (Numberblobs)  NB S3 episode 17 (patter) | NB S2 episode 12 (flufflies- number bonds to 7)  NB S3 episode (number bonds to 8)  NB S2 episode 15 (adding 1 to make 10)  NB S3 episode1  NB S3 episode 27 – step squads  NB S5 Steps vs squares | NB S2 Episode 13 (Blast Off!)  NB S2 episode 11/ series 5 ‘odd side stiory’ (Odds & Evens)  NB S3 episode 10-11, 13 (composition to 10)  NB S3 episode 15 (Ten again)  NB S3 episode 16- Flatland  NB S3 episode 18 (Big Tum)  NB S4 – I can count to 20 | NB S2 episode 9 (Double Trouble)  NB S2 episode 10 (The three threes)  NB S2 episode 8 (Counting Sheep)  NB S3 episode 2 (Blockzilla)  NB S3 episode 20- reasoning about number  NB S4 -lair of shares  NB S- Land of Giants |
| **Links to White Rose** | Just Like Me! -match and sort, compare amounts, exploring pattern  It’s Me 1 2 3 !- representing, comparing and composition of 1, 2 and 3 | It’s Me 1 2 3! – circles and triangles  Light and Dark- representing numbers to 5, one more and less, shapes with four sides  Alive in 5!- Comparison and composition of 1-5 | Alive in 5! – composition of numbers to 5  Growing 6, 7, 8- combining two groups, height | Growing 6, 7, 8- numbers 6, 7 and 8, combining two groups  Building 9 and 10—comparing numbers to 10  To 20 and beyond-spatial reasoning  First Then Now- adding and taking away  On the move- spatial reasoning and mapping | Growing 6, 7, 8- time  Building 9 and 10- bonds to 10, 3D shape  To 20 and beyond- building numbers beyond 10, counting patterns beyond 10  First Then Now- adding and taking away  Find my pattern-odds and evens | To 20 and beyond- building numbers beyond 10, counting patterns beyond 10  Find my pattern- doubling, sharing and grouping  On the Move- number patterns and relationships |