

EYFS Maths Long Term Plan 2022-23

Our Rationale:

At Courthill, we encourage children to become **confident** and **enthusiastic** mathematicians. We understand the importance of not capping the children’s abilities and because of this, the children are inspired to be the best mathematicians they can be. It is our ethos, vision and our drive for ALL children to succeed at Courthill and as a result children enjoy mathematics and become life-long learners in the subject.

Our planning is based on small steps. Each year group develops a long term overview of the progression over the year before breaking this down into medium and short term planning. Through the longer term planning, mathematical concepts are carefully sequenced across the three year groups and will build on mathematical knowledge systematically over time. Each lesson is designed to work through the topic in small steps. It is of great importance to us at Courthill that the small steps build upon one another and this leads to a logical path for children to follow and therefore prevents gaps in knowledge. When teaching a new skill for the first time we follow the ‘Gradual Release of Responsibility’ model. This model follows the ‘I do, we do, you do and you do it alone’ ethos and it supports the transference of a skill into the children’s long term memory.

Topic	Autumn 1 – Magical Me- 5 weeks once all in	Autumn 2 – Let’s Celebrate 7 weeks	Spring 1 – Once upon a time 6 weeks	Spring 2 – When I grow up I want to be... 6 weeks	Summer 1 – Roots, shoots and muddy boots- 6 weeks	Summer 2 – Oh Help, Oh No, 7 weeks
Maths Topics	Baseline – 1 week <i>All children in, all day</i> • Matching and sorting (given criteria and identifying criteria) – 2 weeks • Representing, comparing and composing – 0, 1, 2, 3 – 2 weeks • Circles and triangles and positional language – 1 week	• Represent 4/5 – 1 week • One more/one less to 5 – 1 week • Revisit 0, compare quantities and to 5, composition of 4 and 5 – 2 weeks • Compare mass – 1 week • Consolidation – 1 week	• Compare capacity – 1 week • Represent, compare and count 6, 7, 8 – 2 weeks • Making pairs and combine 2 groups – 1 week • Represent, compare and compose (introduce) 9 and 10 – 2 weeks • Pattern – 1 week	• Number bonds to 10 – 2 weeks • Length and height – 1 week • Building numbers beyond 10 – 2 weeks • Counting patterns beyond 10 – 1 week	• Adding more – 2 weeks • Taking away – 1 week • Time – 1 week • Doubling – 1 week • 3D shape – 1 week	• Sharing/grouping – 1 week • Even and odd – 1 week • Compose/decompose shapes – 1 week • Consolidate – building/counting numbers beyond 10, number facts/bonds to 10, making patterns – 3 weeks
Themes/Topics	Number and Place Value (<i>count, represent, compare</i>) Geometry (<i>shape, position and direction</i>)	Number and Place Value (<i>count, represent, compare</i>) Addition and Subtraction (<i>recall, represent and use, solving calculations</i>) Measurement (<i>recognise, compare and describe, calculate and solve problems</i>)	Number and Place Value (<i>count, represent, compare</i>) Addition and Subtraction (<i>recall, represent and use, solving calculations</i>) Measurement (<i>recognise, compare and describe, calculate and solve problems</i>)	Number and Place Value (<i>count, represent, compare</i>) Addition and Subtraction (<i>recall, represent and use, solving calculations</i>) Measurement (<i>recognise, compare and describe, calculate and solve problems</i>)	Addition and Subtraction (<i>solving calculations</i>) Multiplication and Division (<i>recall, represent and use</i>) Geometry (<i>shape</i>)	Number and Place Value (<i>count, represent, compare</i>) Addition and Subtraction (<i>recall, represent and use, solving calculations</i>) Multiplication and Division (<i>recall, represent and use, solving calculations</i>) Fractions (<i>recognise and write</i>) Geometry (<i>shape, position and direction</i>)
EYFS ELG	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) 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 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) 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 Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10 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; Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	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 Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10 Verbally count beyond 20, recognising the pattern of the counting system; Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
Development Matters	Count objects, actions, sounds Subitise Link numeral to cardinal value Compare numbers Explore composition of number to 10 Select, rotate and manipulate shapes to develop spatial reasoning	Count objects, actions, sounds Subitise Link numeral to cardinal value Compare numbers Understand one more/one less Explore composition of number to 10 Compare length, weight and capacity	Count objects, actions, sounds Subitise Link numeral to cardinal value Compare numbers Understand one more/one less Explore composition of number to 10 Select, rotate and manipulate shapes to develop spatial reasoning Compare length, weight and capacity Continue, copy and create repeating patterns (AB, ABB, ABBC)	Count objects, actions, sounds Subitise Link numeral to cardinal value Count beyond 10 Compare numbers Understand one more/one less Explore composition of number to 10 Compare length, weight and capacity	Count objects, actions, sounds Link numeral to cardinal value Understand one more/one less Select, rotate and manipulate shapes to develop spatial reasoning	Count objects, actions, sounds Link numeral to cardinal value Count beyond 10 Select, rotate and manipulate shapes to develop spatial reasoning Compose and decompose shapes Continue, copy and create repeating patterns (AB, ABB, ABBC)