Early Years Long Term plan for Maths					
Planning is taken from the BBC Number Blocks programme and associated planning from NCETM.					
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Introduce	Secure objectives from Autumn 1 and introduce	**Secure objectives from Autumn 2 and introduce:**	**Secure objectives from Autumn and Spring and introduce:**	Secure objectives from Autumn and Spring and introduce:	
Range 6 (Birth to Five Matters) **Comparison** • Uses number names and symbols when comparing numbers, showing interest in large numbers **Counting** • Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0 **Cardinality** • Engages in subitising numbers to four and maybe five **Shape** • Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes	**Range 6 (Birth to Five Matters)** **Counting** • Increasingly confident at putting numerals in order 0 to 10 (ordinality) Cardinality • Counts out up to 10 objects from a larger group **Composition** • Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects	**Range 6 (Birth to Five Matters)** **Comparison** • Estimates of numbers of things, showing understanding of relative size **Cardinality** • Matches the numeral with a group of items to show how many there are (up to 10) **Composition** • Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three. • In practical activities, adds one and subtracts one with numbers to 10 **Spatial Awareness** • Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints **Shape**	**Range 6 (Birth to Five Matters)** **Composition** • Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and "+" or "-" **Spatial Awareness** • Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning) • May enjoy making simple maps of familiar and imaginative environments, with landmarks **Pattern** • Spots patterns in the environment, beginning to identify the pattern "rule" • Chooses familiar objects to create and recreate	**ELG 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 doubling facts. **ELG Numerical Patterns** - Compare quantities up to 10 in different contexts, recognising when one quantity is 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 be distributed equally	Continue to secure objective taken from the ELGs and from shape, space and measure guidance. Use assessment to plug gaps and secure fluency.

		• Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes • Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build **Measures** • Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy • Becomes familiar with measuring tools in everyday experiences and play	repeating patterns beyond AB patterns and begins to identify the unit of repeat **Measures** • Is increasingly able to order and sequence events using everyday language related to time • Beginning to experience measuring time with timers and calendars **ELG Number** - Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; **ELG Numerical Patterns** - Verbally count beyond 20, recognising the pattern of the counting system;		