



Mathematics Long Term Plan

Our Approach Mathematics is designed to develop children’s understanding of number, pattern and mathematical thinking through carefully planned teaching and purposeful experiences, building strong foundations and ensuring readiness for Year 1. We use Development Matters, Mastering Number and NCETM guidance to structure our curriculum, with clear links identified within our MTPs. Mathematical vocabulary is carefully planned and explicitly taught to support children in explaining their thinking. Children develop their understanding through adult-led teaching, practical exploration and opportunities within provision. Concepts are revisited regularly to build fluency, confidence and secure understanding over time.

| EYFS Long Term Plan | | | | | | | | | | | | |
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| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Autumn | Unit 1 Counting and Cardinality | | Unit 2 Comparison | | Unit 3 Composition | | Unit 4 Pattern | | Unit 5 Shape and Space | | Unit 6 Measure | |
| Mastering Number | | Mastering number weeks 1 - 5 | | | | | | Mastering Number weeks 6 – 10 | | | | |
| Spring | Unit 1 Counting and Cardinality | | Unit 2 Comparison | | Unit 3 Composition | | Unit 4 Pattern | | Unit 5 Shape and Space | | Unit 6 Measure | |
| Mastering Number | | Mastering Number weeks 11 - 15 | | | | | | Mastering Number weeks 16 - 20 | | | | |
| Summer | Unit 1 Counting and Cardinality | | Unit 2 Comparison | | Unit 3 Composition | | Unit 4 Pattern | | Unit 5 Shape and Space | | Unit 6 Measure | |
| Mastering Number | Mastering Number weeks 21 - 25 | | | | | | Opportunity to consolidate learning. Number bonds to 10. | | | | | |

| | Autumn | Spring | Summer |
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| Number | <ul style="list-style-type: none"> Recites numbers accurately to 5 demonstrating 'some' accuracy of numbers to 10. Able to recite numbers forwards and backwards from 5. Recognises up to 3 objects (without counting) in a range of orientations and different sizes. Begin to comparative language to describe and compare measures (size, length weight, capacity). Begins to explore the composition of numbers to 5. | <ul style="list-style-type: none"> Counts reliably to 10. Understands the relationship between a group of objects and the corresponding number (cardinality) to 10. Creates groups of numbers up to at least 5. Recognise numerals to at least five out of sequence. Place numerals to at least 5 in order. Explore the composition of numbers to 5 such as partitioning with fingers and part -part whole models and conceptual subitising. Know some number bonds to 5. Link the number symbol with its cardinal number value e.g place numerals alongside images of dots or tens frames | <ul style="list-style-type: none"> Count up to 10 forwards and backwards including from any given number. Accurately counts fixed objects to 10 Creates groups of numbers to 10 using a range of objects. Recognise numerals to ten out of sequence. Is able to place numerals to 10 in order. Explore the composition of numbers to 10 such as partitioning fingers and part -part whole models and conceptual subitising. Recognises up to 5 objects (without counting) in a range of orientations. Knows some number bonds to 10. Uses resources to create parts of a whole and partition pairs of numbers up to 10. Understand how parts can be recombined to make a whole (additive structures) Recall some doubling facts within 10. Accurately record quantities and link them to its numeral with numbers up to 10. <p>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) and some number bonds to 10, including double facts.</p> |
| Numerical Patterns | <ul style="list-style-type: none"> Identifies groups of objects that have more or less than and the same. Continue, copy and create repeating patterns (AB) Begin to comparative language to describe and compare measures (size, length weight, capacity). Explores 2D and 3D shapes (i.e. circles, rectangles, triangles, cuboids) using informal and some mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'. | <ul style="list-style-type: none"> Using resources can create quantities which are greater than, less than, the same as a given number and may record these in pictures or numerals. Can use resources and show one more or one less than a given number up to 5. Verbally recall one more or one less up to 10. Creates an equal group. Continue, copy and create repeating patterns (ABB) Uses comparative language to describe and compare measures (size, length weight, capacity). Investigate how shapes can be combined to make new shapes (two triangles can be put together to make a square) Use mathematical terms to describe common shapes. (square, rectangle, triangle, circle) | <ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the counting system. Will demonstrate thinking through use of verbal number sentences / number stories (first, then, now) and may choose to record these. 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: <ul style="list-style-type: none"> --*evens and odds *double facts *how quantities can be distributed equally. Continue, copy and create repeating patterns (ABBC) and apply this to familiar shapes. Orders and compares three or more measures (length, weight and capacity) whilst playing, for example with sand, water or in the mud kitchen. Find 2D shapes within 3D shapes <ul style="list-style-type: none"> ELG: Verbally count beyond 20, recognising the pattern of the counting system |

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| | | | <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• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. |
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