

Autumn	Spring	Summer
Learning Priorities: Linked to Development Matters 2020		* See EY2P Mathematics Long Term Plans
<p>Numerical Pattern / Number</p> <ul style="list-style-type: none"> Begin to compare quantities ... <i>group, lots, more, same, less</i> <ul style="list-style-type: none"> ⇒ Sort, match and label groups ⇒ Find the group with more / fewer Notice, identify and talk about patterns around them <ul style="list-style-type: none"> ⇒ Clothing <i>Mitten and socks matching</i> ⇒ Autumn <i>In the environment- natural resources</i> Begin to copy and talk about a pattern – <i>ABAB</i> <ul style="list-style-type: none"> ⇒ Patterns with objects / actions <i>using natural resources.</i> ⇒ Give pattern a name Begin to recite numbers to 5 in correct order Explore 1:1 correspondence <ul style="list-style-type: none"> ⇒ Heuristic play free exploration Begin to say one number for each item to 3 <ul style="list-style-type: none"> ⇒ Join in with number rhymes / songs with props & actions <i>Focuses in provision</i> ⇒ Use some number names in play <p>Shape, Space & Measure</p> <ul style="list-style-type: none"> Begin to select shapes for appropriate tasks <ul style="list-style-type: none"> ⇒ Show interest in shapes in the environment ⇒ Manipulate and turn shapes Begin to talk about shapes <i>round, pointy, spotty, stripy</i> Make comparisons between objects using appropriate vocabulary <ul style="list-style-type: none"> ⇒ Size ... <i>big / small / bigger / smaller</i> Understand positional language within daily routine ... <i>in / on / under</i> Begin to understand the language of time within the daily routine ... <i>next, later, after visual timetable, transitions</i> 	<p>Numerical Pattern / Number</p> <ul style="list-style-type: none"> Name and talk about patterns <i>using objects to make patterns in CP to begin to recognise repeated patterns</i> Continue and talk about a pattern – <i>ABAB games in IWB, CP, MATHS HUB</i> Recite numbers to <i>5 action songs in carpet sessions</i> Join in with number rhymes to 5 using props and <i>fingers</i> Use fingers to represent numbers with <i>increasing accuracy</i> Use some <i>numbers</i> names in play <i>with some accuracy ordering number picture cards</i> Sort and match objects accordingly e.g. <i>size / shape</i> Begin to compare quantities using ... <i>more than / fewer than begin to use a selection of objects to make predictions using the mathematical language</i> Fast recognition of objects up to 1 and sometimes 2 – subitising Begin to count up to sets of 5 objects (1:1 correspondence) Begin to represent numbers with marks <i>in CP area independently.</i> <p>Shape, Space & Measure</p> <ul style="list-style-type: none"> Select shapes appropriately <i>in a range of contexts</i> Begin to combine shapes to make new ones <i>discuss what they have made, shape names etc.</i> Talk about <i>shapes</i> Make comparisons between objects using appropriate vocabulary <i>use the language longer and shorter, heavier and lighter, full and half full</i> Understand positional <i>language</i> Begin to use <i>some</i> language of time within the daily routine Begin to describe a familiar route <i>Can talk about the route from home to school</i> Begin to describe a sequence of events ... <i>first, next</i> 	<p>Numerical Pattern / Number</p> <ul style="list-style-type: none"> Extend and create ABAB patterns Recite numbers past 5 Fast recognition of up to 3 objects - subitising Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts up to 5 Experiment with own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5 Compare quantities using language: 'more than', 'fewer than' <p>Shape, Space & Measure</p> <ul style="list-style-type: none"> Talk about and explore 2D and 3D shapes Understand position through words Describe a familiar route Make comparisons between objects relating to size, length, weight and capacity Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones Talk about and identifies the patterns around them. Extend and create ABAB patterns Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'