



EYFS Long Term Curriculum Coverage & Sequence of lessons

Mathematics: EYFS - Term 1 & 2

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically.

As well as carefully planned activities and teacher-led activities, children explore maths in lots of different ways:

- Using songs, stories, puzzles and games help children explore maths concepts in a fun way. They often do not realise they are learning maths!
- Teaching staff model the use of mathematical vocabulary and prompt children to discuss their learning, for example asking them open-ended questions like ‘what do you think?’ or ‘how do you know?’ This way, they can explain what they are thinking and teaching staff extend their ideas.
- Highlighting daily routines that can help support maths development. This helps pupils to recognise the time that they do things, counting the number of children in class, or sharing out the fruit at snack time.
- Exploring maths through play. For example, indoor and outdoor games can involve maths – a throwing game where children count their points. Or drawing a hopscotch grid on the floor so children can count as they jump along.
- Shapes are explored in the environment around your building.
- Maths is used in other areas of the children’s learning - measuring mud in jugs from the mud kitchen, measuring how far the children can throw a ball in PE or recording findings from a science investigation.

The recording of teacher-led maths activities is recorded in books and WOW moments are recorded in Learning Journals and on Seesaw.

EYFS	Term 1					
Week 1: Getting to Know You	Week 2: Getting to Know You	Week 3: Getting to Know You	Week 4: Just Like Me	Week 5: Just Like Me	Week 6: Just Like Me	Week 7: It’s Me 1,2,3!
Baseline activities - Opportunities for settling in, introducing areas of provision and getting to know the children. - Key times of the day, class routines. Exploring the continuous provision inside and out. Where do things belong? - Positional language. - Counting Skills: Assess counting principles: one to one, stable order,	Baseline activities - Opportunities for settling in, introducing areas of provision and getting to know the children. - How old are you - Maths about me - Colour and count favourite fruit - Counting Skills: Assess counting principles: one to one, stable order, cardinal, abstraction, order irrelevance	Baseline Activities - Opportunities for settling in, introducing areas of provision and getting to know the children. - Key times of the day, class routines. Exploring the continuous provision inside and out. Where do things belong? - Counting Skills: Assess counting principles: one to one, stable order,	Number: Read ‘Anno’s Buttons/The Button Box’ - Match and sort - same and different (colour, shape, size). - Identify matching buttons Identify matching socks. - Describe size and shapes of lids - CP - Sorting buttons in groups - Collecting natural material and sorting (Forest School).	Number: Read ‘Goldilocks and the Three Bears’ - Making Comparisons – compare sizes (3 bears; bowls, chairs, beds) - Comparing amounts – vocabulary: fewer than, more than, equal - Comparing and ordering heights – building towers. Line up in height order. - Flat shapes – names, naming shape pictures.	Measure, Shape and Spatial Thinking Read ‘We’re going on a Bear Hunt’ - AB Patterns with natural objects (Forest School) - AB patterns – fruit kebabs - AB shape patterns - Spot the mistake in repeated pattern - Patterns using body and movement – body percussion - Compare size, mass and capacity (large/small,	Number BBC iPlayer - Numberblocks - Series 1: One - Representing, comparing and composition of number. - Introduce 0 and 1 - Equal, not equal circles, 1p. - Number formation.



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<p>cardinal, abstraction, order irrelevance.</p> <p>Many activities in continuous provision so not always evidenced</p>	<p>- Patterns</p> <p>CP: Ordering beanstalks by size – build towers of bricks to match, count the bricks.</p> <p>Compare quantities up to 10 in different contexts, recognizing when one quantity is greater than, less than or the same as the other.</p> <p>Many activities in continuous provision so not always evidenced</p>	<p>cardinal, abstraction, order irrelevance</p> <p>- Patterns.</p> <p>CP: Matching pairs sock/gloves</p> <p>Ordering Teddies – 1-10 (number recognition)</p> <p>Compare quantities up to 10 in different contexts, recognizing when one quantity is greater than, less than or the same as the other.</p> <p>Many activities in continuous provision so not always evidenced</p>	<p>- Match and sort/order numbers (Number caterpillar).</p>	<p>- Digging Deeper</p>	<p>big/little, short/tall, tallest/shortest) – maths meetings</p>	
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EYFS	Term 2					
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Week 1: It's Me 1,2,3	Week 2: It's Me 1,2,3	Week 3: Light and Dark	Week 4: Light and Dark	Week 5: Light and Dark	Week 6: Light and Dark - Time	Week 7: Light and Dark -
<p>Number:</p> <p>https://www.bbc.co.uk/iplayer/episode/b08c001f/numberblocks-series-1-another-one</p> <p>Understand the concept of '2'.</p> <ul style="list-style-type: none"> - Understand that '2 is 1 more than 1'. Vocabulary more than/less than, equal to. - Representing, comparing and composition of number 2. 	<p>Number:</p> <p>https://www.bbc.co.uk/iplayer/episode/b08bzgxx/numberblocks-series-1-three</p> <p>Read 'Three Little Pigs, Three Billy Goat Gruff'</p> <p>Understand the concept of '3'</p> <ul style="list-style-type: none"> - See when there is three items (subitise) - Be able to select 3 objects from a larger group - Be able to write the numeral 3 	<p>Number:</p> <p>www.bbc.co.uk/iplayer/episode/b08d61cv/numberblocks-series-1-four</p> <p>Read 'Pete the Cat and his 4 Groovy Buttons'</p> <p>Understand the concept of '4'</p> <ul style="list-style-type: none"> - Children count on and back to 4. - Count and subitise sets of up to 4 objects to find out how many and make their own collections. 	<p>Number:</p> <p>www.bbc.co.uk/iplayer/episode/b08d630h/numberblocks-series-1-five</p> <p>Read 'Kipper's Birthday'</p> <p>'Understand the concept of '5'</p> <ul style="list-style-type: none"> - Children count on and back to 5. - Count and subitise sets of up to 5 objects to find out how many and make their own collections. 	<p>Number</p> <p>https://www.bbc.co.uk/iplayer/episode/b08cr0y7/numberblocks-series-1-off-we-go</p> <p>https://www.bbc.co.uk/iplayer/episode/b08dnngm/numberblocks-series-1-stampolines</p> <ul style="list-style-type: none"> - One more/One less - Number pairs to 5 - Count and subitise sets of up to 5 objects to find out how many and 	<p>Measurement (Time) Night and Day</p> <p>Read 'Peace at Last'</p> <ul style="list-style-type: none"> - Ordering and sequencing events (calendars). Day and Night. - Ordinal numbers - Revise subitising. 	<p>Geometry and Spatial Thinking</p> <ul style="list-style-type: none"> - Sorting rectangles and squares - Combining shapes to make new ones.



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<ul style="list-style-type: none"> - See when there is two items (subitise) - Be able to select 2 objects from a larger group - Be able to write the numeral 2 - Count to 2 (1:1 correspondence – cardinality). - See that 2 can represent actions as well as physical objects - Relate the number/numeral 2 to things that they know. <p>Geometry and Spatial Thinking</p> <ul style="list-style-type: none"> - 2 step patterns, 2p 	<ul style="list-style-type: none"> - Count to 3 (1:1 correspondence – cardinality) - See that 3 can represent actions as well as physical objects - Relate the number/numeral 3 to things that they know - Be able to represent 3 in different ways eg: 2 and 1, 1 and 2, 1 and 1 and 1, zero and 3, 3 and zero - Understand that 3 is one more than 2 – 2 is one less than 3 - Use ordinal language – 1st, 2nd, 3rd. - Introduce hand signs for plus/add, equals. <p>Geometry and Spatial Thinking</p> <ul style="list-style-type: none"> - 3 step patterns, triangles. 	<ul style="list-style-type: none"> - Match the number names to numerals and quantities and say which sets have more and which have fewer items. - Represent, compare and composition numbers to 4. <p>Geometry and Spatial Thinking</p> <p>Shapes with 4 sides</p> <ul style="list-style-type: none"> - Squares and rectangles have 4 straight sides and 4 corners. - Recognise shapes on everyday items in the classroom and outside. - Build squares and rectangles with loose parts, construction toys. <p><i>It is important to show squares and rectangles in a variety of different shapes and sizes and orientations</i></p>	<ul style="list-style-type: none"> - Match the number names to numerals and quantities and are say which sets have more and which have fewer items. - Representing, comparing and composition of number. - Addition/subtraction - Comparisons (more than/less than) <p>Geometry and Spatial Thinking</p> <ul style="list-style-type: none"> - Pentagons 	<p>make their own collections.</p>		
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Mathematics: EYFS - Term 3 & 4

EYFS	Term 3					
Week 1: Alive in 5	Week 2: Alive in 5	Week 3: Alive in 5	Week 4: Growing 6,7,8	Week 5: Growing 6,7,8	Week 6: Growing 6,7,8	
<p>Number</p> <ul style="list-style-type: none"> - Introducing zero - Comparing numbers to 5 - Composition of 4 & 5 - One Less Zero - Composition of 5 - Comparing numbers to 5. - Equal and unequal groups 	<p>Number</p> <ul style="list-style-type: none"> - Composition of 5 (2 groups) - Composition of 5 (3 groups) - How many altogether? 	<p>Measure, Shape and Spatial Thinking</p> <ul style="list-style-type: none"> - Balance scales – comparing mass – heavier and lighter - Full and empty - Measuring capacity - Measuring capacity – how may fit inside - Measuring ingredients 	<p>Number</p> <p>www.bbc.co.uk/iplayer/episode/b08pgksd/numberblocks-series-2-six</p> <p>Read ‘Six Dinners Sid’</p> <ul style="list-style-type: none"> - Children count on and back to 6. - Count and subitise sets of up to 6 objects to find out how many and make their own collections. - Representing, comparing, matching and composition of number. - Making pairs/doubles - Representing, comparing, matching and composition of number. 	<p>Number</p> <p>BBC iPlayer - Numberblocks - Series 2: Seven</p> <p>Read ‘Kipper’s Toy Box’</p> <ul style="list-style-type: none"> - Children count on and back to 7. - Count and subitise sets of up to 7 objects to find out how many and make their own collections. - Combining 2 groups - One more one less - <i>‘Digging Deeper’: Possibilities – adding more</i> 	<p>Measure</p> <p>BBC iPlayer - Numberblocks - Series 2: Eight</p> <ul style="list-style-type: none"> - Children count on and back to 8. - Count and subitise sets of up to 8 objects to find out how many and make their own collections. - Combining 2 groups - Making pairs/doubles - One more one less - <i>‘Digging Deeper’: Possibilities – adding more</i> <p>Geometry and Spatial Thinking</p> <p>Read ‘Jasper’s Beanstalk’</p> <ul style="list-style-type: none"> - Sequence events -days of the Week - Compare height 	



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Term 4						
Week 1: Building 9 and 10	Week 2: Building 9 and 10	Week 3: Building 9 and 10	Week 4: Consolidation	Week 5: Consolidation	Week 6: Consolidation	
Number BBC iPlayer - Numberblocks - Series 2: Nine BBC iPlayer - Numberblocks - Series 2: The Three Threes BBC iPlayer - Numberblocks - Series 3: The Wrong Number <ul style="list-style-type: none"> - Comparing numbers to 10 - Representing 9 and 10 Sorting 9 and 10 in different ways - Order numbers to 10 - Composition of 9 and 10 	Number <ul style="list-style-type: none"> - Composition of 10 – represent 10 in different ways - Recall number bonds to 10 - Compare quantities within 10 - Recognise when one quantity is greater than/less than another quantity - Explore number patterns within 10 – odds, evens, doubles and how quantities can be distributed equally. - Counting up to and back from 10 - Subitise small groups within 10 	Number: Read 'Ten Black Dots' www.bbc.co.uk/iplayer/episode/b08phr1g/numberblocks-series-2-ten <ul style="list-style-type: none"> - Composition of 10 – represent 10 in different ways - Recall number bonds to 10 - Compare quantities within 10 - Recognise when one quantity is greater than/less than another quantity - Explore number patterns within 10 – odds, evens, doubles and how quantities can be distributed equally. - Counting up to and back from 10 - Subitise small groups within 10 	Number: Continue to practise bonds to 10 Measure, Shape and Spatial Thinking <ul style="list-style-type: none"> - Building with 3-Shapes – sphere, cube, cuboid, cylinder, cone. - Matching 3D Shapes shapes - Printing with 3D shapes - Movement Patterns – body percussion 	Digging Deeper possibilities <ul style="list-style-type: none"> - Composition of numbers - Equal and unequal groups - Combining 2 groups Read 'Pattern Fish' <ul style="list-style-type: none"> - Patterns (AB, ABC, ABB, AAB, AABB, AABBC) 	Digging Deeper possibilities: <ul style="list-style-type: none"> - Composition of numbers - Equal and unequal groups - Combining 2 groups 	



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Mathematics: EYFS - Term 5 & 6

EYFS	Term 5					
Week 1: To 20 and Beyond	Week 2: To 20 and Beyond	Week 3: To 20 and Beyond	Week 4: First, then and now	Week 5: First, then and now	Week 6: First, then and now	
Number BBC iPlayer - Numberblocks - Series 3: Eleven <ul style="list-style-type: none"> - Continue to practise and consolidate number bonds to 10 - Subitising small quantities (dice and dominos) - Regular counting on and back within 10. - Number patterns to 20 - Matching Pictures to numerals - Ten frame fill - Estimating Ten frame subtraction 	Number <ul style="list-style-type: none"> - Missing Numbers - Ordering Numerals to 20 - Comparing tens frames – number to 20. Which holds the most? 	Number <ul style="list-style-type: none"> - Continue to practise and consolidate number bonds. - Counting backwards and forward to 20 Spatial reasoning <ul style="list-style-type: none"> - Find my match – shapes - Find my match – Models - Match and fill - shape pictures - Replicate my shape - Tangrams 	Number Read ‘Mr Gumpy’s Outing’ <ul style="list-style-type: none"> - Number to 20 – counting to 20 - Counting On - Adding More – First, then, now number stories - Adding More – Missing number – First, Then?, Now - Adding more – Missing number - First?, Then, Now 	Number Read ‘Kipper’s Toy Box’ <ul style="list-style-type: none"> - Taking away – subtraction – First, then, now - Taking away – subtraction – First, then?, now 	<ul style="list-style-type: none"> - + - ‘Digging Deeper’ Numbers to 20. Spatial reasoning. Compose and decompose Read ‘Grandpa’s Quilt’ <ul style="list-style-type: none"> - Making new shapes – Triangles - Making new shapes – Squares - Making new shapes with Tangrams - Pattern Blocks 	
EYFS	Term 6					
Week 1: Find my pattern	Week 2: Find my pattern	Week 3: Find my pattern	Week 4: On the move	Week 5: On the move	Week 6: On the move	Week 7: On the move
Number’ Read ‘The Door Bell Rang <ul style="list-style-type: none"> - Doubling - Sharing - Grouping 	Number <ul style="list-style-type: none"> - Doubling - Sharing - Grouping - 	Number Read ‘One Odd Day’ Even and Odd (number to 10)	<ul style="list-style-type: none"> - Deepening understanding. Read ‘Harry and his Bucketful of Dinosaurs’ <ul style="list-style-type: none"> - Adding and subtracting 	<ul style="list-style-type: none"> - Patterns and relationships - Cuisenaire Rods – Comparing lengths - Cuisenaire Rods – Staircase 	Spatial reasoning/Mapping <ul style="list-style-type: none"> - Making maps Journey to school - Obstacle course X marks the spot 	-



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			<p>Read ' Mr Gumpy's Outing' – 'Who Sank the Boat' – Problem Solving</p> <p>If there are 8 legs in the boat, then which characters could be inside the boat?</p> <p>Read 'How Many Leg's – Problem Solving</p> <p>How many legs would we have if a frog road in on a giraffe?</p> <p>How many ways can we make 12 legs using all animals?</p> <p>Read 'Who Sank the Boat' – problem solving</p> <p>Prediction: How many marbles will it take to sink the boat?</p>	<ul style="list-style-type: none">- Bean bag game – Composition of number and number bonds- Revision on Patterns	<ul style="list-style-type: none">- Designing mazes	
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