

EYFS- Mathematics Long Term Curriculum Outline

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Term 1-	<ul style="list-style-type: none"> •Rhymes, counting objects, actions, sounds and fingers as a counting tool. 	<ul style="list-style-type: none"> •Number 1 •Reciting to 5 	<ul style="list-style-type: none"> •Number 2 •Comparing groups - more/ less than, same quantity. 	<ul style="list-style-type: none"> •Number 3 •Subitising to 3 	<ul style="list-style-type: none"> •Number 4 •2D shapes - naming and recognising. 	<ul style="list-style-type: none"> •Number 5 •Matching quantities of objects and numerals to 5 	<ul style="list-style-type: none"> •Length - compare items by length.
<p>Key Resources - daily counting to 10 (forwards), counting objects, bead strings, number lines to 10, number fans, numicon (focus to 5), counting songs and rhymes, Numberblocks.</p>							
<p>Continuous provision- counting objects, number lines to 10, 2D shapes, geo boards (with loom bands and images as starting point), peg boards (with images as starting point), threading (with pattern images as starting point and numeral totals to count), magnetic numbers, money (coins up to 10p), sand timers, items to fill/ pour/ measure in the sand/ water.</p>							
Term 2-	<ul style="list-style-type: none"> •Number 6 •Understanding position 	<ul style="list-style-type: none"> •Number 7 •3D shapes - naming and recognising. 	<ul style="list-style-type: none"> •Number 8 •Recognising and recreating ABAB repeating patterns 	<ul style="list-style-type: none"> •Number 9 •Compare items by weight 	<ul style="list-style-type: none"> •Number 10 •Matching quantities of objects and numerals to 10. 	Assessment Week	<ul style="list-style-type: none"> •Subitising to 5
<p>Key Resources - daily counting to 10 (forwards and backwards), counting objects, bead strings, number lines to 10, number fans, numicon (focus to 5+), counting songs and rhymes, Numberblocks.</p>							
<p>Continuous provision- counting objects, number lines to 10, 2D and 3D shapes, geo boards (with loom bands and images as starting point), peg boards (with images as starting point), threading (with pattern images as starting point and numerals), magnetic numbers, money (coins up to 10p), sand timers, items to fill/ pour/ measure in the sand/ water, opportunities for pattern making.</p>							
Term 3-	<ul style="list-style-type: none"> •One more/ less to 5 	<ul style="list-style-type: none"> •Number bonds to 5 	<ul style="list-style-type: none"> •Comparing length •Spatial reasoning 	<ul style="list-style-type: none"> •Addition to 5 (practically with objects) 	<ul style="list-style-type: none"> •Subtraction to 5 (practically with objects) 	<ul style="list-style-type: none"> •Subtraction to 5 (practically with objects) 	<ul style="list-style-type: none"> •One more/ less to 10
<p>Key Resources - counting objects, bead strings, number lines to 10, number fans, numicon, 10s frames, Numberblocks, 2D and 3D shapes, multilink.</p>							
<p>Continuous provision - counting objects, number lines to 10, 2D shapes, geo boards, peg boards, threading, magnetic numbers, money (coins up to 10p), sand timers, items to fill/ pour/ measure in the sand/ water, multilink (making numerals and composition of number prompts as starting point), part-part-whole</p>							

frames, opportunities for pattern making.							
Term 4-	<ul style="list-style-type: none"> • Comparing numbers to 10 • Introducing coins 	<ul style="list-style-type: none"> • Subitising recap • Estimating quantities beyond 5 	<ul style="list-style-type: none"> • Capacity and weight 	<ul style="list-style-type: none"> • Addition to 10 (using addition frames) 	Assessment Week	<ul style="list-style-type: none"> • Subtraction with single digit numbers (using subtraction frames) 	x
Key Resources - addition and subtraction frames, weighing scales, measuring containers, tens frames, dice, coins.							
Continuous provision - counting objects, number lines to 20, 2D and 3D shapes, geo boards, peg boards, threading, magnetic numbers, money (coins up to 10p), sand timers, items to fill/ pour/ measure in the sand/ water, multilink (making numerals and composition of number prompts as starting point), part-part-whole frames, opportunities for pattern making.							
Term 5	<ul style="list-style-type: none"> • Number 11/12 • Odd and even numbers to 10. 	<ul style="list-style-type: none"> • Number 13/14 • Introduction to time (o'clock). 	<ul style="list-style-type: none"> • Number 15/16 • Number bonds to 10 	<ul style="list-style-type: none"> • Number 17/18 • Shape - shapes within shapes 	<ul style="list-style-type: none"> • Number 19/20 • Sharing quantities 	<ul style="list-style-type: none"> • Repeating patterns • 20 and beyond (verbally) 	x
Key Resources - Numberblocks 11+, mini clocks, tan gram shapes, number lines to 20, 100 squares, 2D and 3D shapes.							
Continuous provision - counting objects, number lines to 20, 2D and 3D shapes, geo boards, peg boards, threading, magnetic numbers, money (coins up to 10p), sand timers, items to fill/ pour/ measure in the sand/ water, multilink, part-part-whole frames, 100 squares, clocks, opportunities for pattern making.							
Term 6-	<ul style="list-style-type: none"> • Number bonds to 10 including doubling facts 	<ul style="list-style-type: none"> • Odd and even numbers 	Assessment Week	<ul style="list-style-type: none"> • Ordering numbers to 20 	<ul style="list-style-type: none"> • Pictograms 	<ul style="list-style-type: none"> • Pictograms 	<ul style="list-style-type: none"> • Recognising numbers beyond 20
Key Resources - Numberblocks 11+, mini clocks, tan gram shapes, number lines to 20, 100 squares, 2D and 3D shapes.							
Continuous provision - counting objects, number lines to 20, 2D and 3D shapes, geo boards, peg boards, threading, magnetic numbers, money (coins up to 10p), sand timers, items to fill/ pour/ measure in the sand/ water, multilink, part-part-whole frames, 100 squares, clocks, opportunities for pattern making.							