EYFS	Autumn		Spring		Summer	
Key Skills	• Recite numbers to 10, then 20 and back to 0. • Count up to objects to 10 in a line, or by moving them. • Count out up to 10 objects from a larger set • Begin to match numerals to the number in a set. • Order numerals to 10. • Describe the shape and size of shapes. • Name circles, squares and triangles. • Describe position. • Repeating pattern • Find different ways to partition sets of five objects. • Read addition sentences. • Early subtraction	• Count up to 10/20 objects • Match numerals to the number in a set. • Counting back from 10 to 0 • Compare two lengths, Use uniform non-standard units • Put three lengths in order. • Compare two heights; • Put three heights in order. • Compare two numbers/quantities • Describe 3D shapes. • Recognise coins. • Compare prices • Solve problems involving counting • Days of the week • Recognise a minute as unit of time.	• Recite numbers to 20, then 100. • Order numerals to at least 10/20. • Count up to 20 objects. • Ordinal numbers. • Begin to estimate quantities • Count actions and sounds. • Sort, describe and name 2D shapes. • Sort other objects using given criteria. • Say the next number • Add 1 to any number. • Add 2 to any number up to 10. • Read addition. • Continue a repeating pattern • Symmetrical patterns. • Find different ways to partition sets of ten objects. • Early subtraction	• Find one more and two more than any number to 10/20. • One more than numbers to 20. • Begin to record the number in a set. • Compare two weights. • Use uniform non-standard units to measure weight • Recognise cube, cuboid and sphere. • Sort 3D shapes • Compare numbers to 20. • Read numbers to 20, match numerals to sets. • Recognise 1p, 2p, 5p and 10p coins and know the value of each. • Solve practical problems involving counting • Know how key times of day (hours only) are shown on the clock, analogue and digital. • Begin to know months of the year, including important months, e.g. birthday, celebrated festivals.	• Recite numbers to 100 • Count in 1s and 10s to 100 • Estimate quantities • Add 1, 2 or 3 to any number to 20 by counting on. • Sort irregular shapes according to number of corners/edges. • Sort objects using criteria • Sort objects using their own criteria. • Pairs with a total of 6 or 7 – addition and subtraction. • Doubles to 10/20 • Create and complete repeating patterns Count in 2s (odd and even). • Find 1 more/ 1 less. • Subtract by counting back.	• Count and record number of objects to 20 • Count on or back using a number line • Recite numbers to 100 • Read numbers to 100 • Fill in missing numbers in a track to 20 and beyond • Describe cube, cuboid, cylinder, sphere, cone and pyramid. • Left and right. • Follow directions. • Recognise all coins. • Very simple addition and subtraction problems involving money. • Days of the week. • Count actions carried out in a minute 60 seconds in a minute. • Activities done in 1 minute.

Maths Super powers	**Conjecture:** Children describe what they notice. They suggest what will come next in a pattern or when counting. They fill in missing numbers or complete symmetrical patterns. **Convince:** Children begin to explain why they think an answer is correct or incorrect. They share how they know. They explain why they think that is the next in a pattern. **Organising:** Children order numbers and objects by size, shape and/or colour. They put things that are the same together and recognise when things are different. They begin to group numbers in twos to count. **Classifying:** Children identify odd and even numbers, sort shapes with the same properties and identify lines of symmetry. They explain why they have organised in a certain way. **Imagine:** Children are given a range of concrete objects and pictorial images to support their learning. **Express:** Children answer questions from an adult about their answers. They select their own resources to support them. They make their own marks to help them solve problems. **Specialise:** Children are guided by an adult to explore maths in a systematic way. They complete Maths activities either independently or with support. They explore the Maths activities in the role play area and in the outdoor areas.		
Activities and Context	Counting objects/small toys. Numicon Early bar models with objects placed in bar model formation. Pictures using shapes. Repeating patterns with counting objects. Games Own mark marking Comparing objects and ordering them. Using and explain own criteria. Counting along with objects/numicon/numicon number lines/ other visual number lines. Filling ten frames with objects to count to 10. Emptying ten frames to count back from ten. Watching number blocks episodes alongside NCETM teaching materials - https://www.ncetm.org.uk/resources/520607 Explore each number to ten in detail by representing in different ways and finding it in context e.g. three – tricycles, three legged stools, three little pigs story, families of 3, what happens at 3 o'clock, what can children who are 3 do, coming third in a race, 3 actions in a pattern, 3p, Explore what ten is using Numicon, Hungarian number pictures and ten frames. Counting past ten – use ten frames to show ten and then some more. Singing counting songs. Role play. Bead threading. Putting out equipment, snacks etc.	Counting objects/small toys, counters and blocks. Number recognition using dot cards, dominoes, dots in different formations, buttons sewn on cards, stampers on paper. Explore different arrangements and formations. Use counters to move around practically. Speed recognition of numicon and other representations. Use Hungarian Number Pictures. Watching number blocks episodes alongside NCETM teaching materials - https://www.ncetm.org.uk/resources/520607 Counting past ten – use ten frames to show ten and then some more. Singing counting songs. Role play. Bead threading. Putting out equipment, snacks etc. Using a large floor number line. Having numbered seats at lunch time and a limited number allowed on certain activities. Number boxes – What's in the 3 box today? Using blocks and making frozen 3D shapes. Modelling with 3D shapes and boxes/containers. Races with toys and each other. Lining up in order. Counting on bead strings and number lines. Games. Butterfly and insect patterns and pictures. Using mirrors. Symmetry in dot patterns and numicon – sort.	Discuss pairings of dots e.g. formation of six as two, two and two but also as four and two. Number recognition using dot cards, dominoes, dots in different formations, buttons sewn on cards, stampers on paper. Explore different arrangements and formations. Use counters to move around practically. Speed recognition of numicon and other representations. Use Hungarian Number Pictures. Watching number blocks episodes alongside NCETM teaching materials - https://www.ncetm.org.uk/resources/520607 Counting past ten – use ten frames to show ten and then some more. Link ten frames to hundred squares. Singing counting songs. Role play. Bead threading. Putting out equipment, snacks etc. Using a large floor number line. Having numbered seats at lunch time and a limited number allowed on certain activities. Number boxes – What's in the 3 box today? Using blocks and making frozen 3D shapes. Modelling with 3D shapes and boxes/containers. Races with toys and each other. Lining up in order. Counting on bead strings and number lines. Games.

	Using a large floor number line. Having numbered seats at lunch time and a limited number allowed on certain activities. Number boxes – What's in the 3 box today? Using blocks and making frozen 3D shapes. Modelling with 3D shapes and boxes/containers. NRICH problems Daily counting stick practise.	Using balance scales and other ways of measuring. NRICH problems. Daily counting stick practise.	Sorting and counting – socks into pairs, muffins in a muffin tray, eggs in an egg box. Following directions in PE. Using the BeeBots. Symmetry in dot patterns and numicon – sort – exploring odd and even and counting in twos. Rulers as number lines. Numicon number tracks and Cusinaire rods. NRICH problems. Daily counting stick practise.
Key Vocabulary	Number, Count, forwards, backwards, more, less, higher, lower, another, next, numerals, order, biggest, smallest, bigger, smaller, circle, square, triangle, repeating, partition, group, sort, add, subtract, length, longer, shorter, height, taller, shorter, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, Pennies, Pence, minute, organising.	First, second, third, fourth, fifth, last, lots, a few, some, same, different, weight, cube, cuboid, sphere, hours, January, February, March, April, May, June, July, August, September, October, November, December, capacity, diagonal, difference, hexagon, line of symmetry, octagon, ordinal number, rectangle, sum, symmetrical, tally, conjecture, convince,	corners, edges, odd, even, cylinder, cone, pyramid, left, right, face,
Possible books to support teaching.	One by Kathrine Otoshi, Two by Katherine Otoshi, Two is for Twins by Wendy Cheyette Lewison, Pink Tiara Cookies for Three by Maria Dismonday, Filthy Franny and the Four Faery Fleas by M.W. Penn, 5 little ducks by Denise Fleming, ten little dinosaurs by Mike Brownlow, Ten tiny Tadpoles by Debbie Tarbett, Handa's surprise by Eileen Brown, Pattern bugs by Trudy Harris, Love Triangle by Marcie Colleen.	Crash, Boom by Robert H Harris, Monster Math by Anne Miranda, The Bakers dozen by Dan Andreason, Peg and Cat the race car problem by Jennifer Oxley, Have you seen may Dragon by Steve Light, 10 little rubber duckies by Eric Carle, Henry the Forth by Stuart J Murphy, The deductive detective by Brian Rock, Ship shapes by Stella Blackstone, Ants rule – the long and the short of it by Bob Barner.	One is a snail and ten is a crab by April Pulley Sayre, 100 hungry monkeys by Masayuki Sebe, 100 days of cool by Stuart J Murphy, Alien Even and Alien Odd by Kathleen L Stone, The greatest gymnast of all by Stuart J Murphy, Senefer by Beatrice Lumpkin, Everyone can learn Math by Alice Aspinall.