

Foundation Stage Maths Long Term Plan

Autumn Term

	Term 1				Term 2				
Unit Focus	Baseline (3 weeks)	1:1 correspondence counting to 10 (2 weeks)	Repeating Patterns (1 week)	Addition – 1 more (1 week)	Subitising to 5 (2 weeks)	More and fewer (1 week)	Number recognition and representations (3 weeks)	Subtraction – 1 less (1 week)	Assessments
Priority	<ul style="list-style-type: none"> • 1:1 counting • Repeating patterns • 1 more (objects) • Subitising to 5 				<ul style="list-style-type: none"> • Recognising and representing 0-9 • Subitising to 5 • 1 less (objects) • 1:1 counting • More and fewer 				
Development Matters and EYFS	<ul style="list-style-type: none"> • Count in everyday contexts • Compares size – bigger, little, smaller, who has more/less? • Notice patterns and arrange things in patterns • Develop fast recognition of up to 3 objects, without having to count them individually • Recite numbers past 5 • Say one number for each item in order • Know that the last number reached when counting a small set of objects tell you how many there are in total (cardinal principle) 				<ul style="list-style-type: none"> • Count in everyday contexts • Compares size – bigger, little, smaller • Develop fast recognition of up to 3 objects, without having to count them individually • Recite numbers past 5 • Say one number for each item in order • Know that the last number reached when counting a small set of objects tell you how many there are in total (cardinal principle) • Show ‘finger numbers’ up to 5 • Link numerals and amounts • Counts objects, action and sounds • Link the number symbol (numeral) with its cardinal number value • Compare numbers • Understand the ‘one more/less than’ relationship • Explore the composition of numbers to 10 (2, 3, 4, 5 – showing a range of ways to make each number, model conceptual subitising emphasising parts within the whole) 				
Mental maths	<ul style="list-style-type: none"> • counting on and back in ones 				<ul style="list-style-type: none"> • counting forwards and backwards from any given number to 10 • finding 1 more to 10 				
Retrieval (Quick starter)	<ul style="list-style-type: none"> • 1:1 counting • Counting in sequence • Counting forwards 				<ul style="list-style-type: none"> • 1 more • 1:1 counting • Subitising to 5 • Repeating patterns 				
Kinetic Number	<ul style="list-style-type: none"> • 1, 2, 3, 4 				<ul style="list-style-type: none"> • Prior assessments 1-4 • 5, 6 				
Shape - provision (Development Matters)	<ul style="list-style-type: none"> • Talk about and explore 2D and 3D shapes using informal and mathematical language 				<ul style="list-style-type: none"> • Understand position through words alone (under, down, off, between, besides) 				

	Term 3			Term 4		
Unit Focus	Addition and Subtraction to 10 (4 weeks)	Number formations (each week)	Subitising (1 week)	Subtraction (4 weeks)	1 more and 1 less (1 week)	Assessments
Priority	<ul style="list-style-type: none"> Addition *biggest number – why the biggest number? <ul style="list-style-type: none"> -objects -using fingers as a concept of size -number sentences -counting on (number track) 			<ul style="list-style-type: none"> Subtraction *biggest number – why? Equals at the beginning <ul style="list-style-type: none"> -objects -number sentences -counting back (number track) 1 more 1 less Number bonds – 1, 2 and 3 More and less – 1 + 7 and 7+1 – ordering numbers in number sentences 		
Development Matters and EYFS	<ul style="list-style-type: none"> Experiment with their own symbols and marks as well as numerals Solve real world mathematical problems with numbers up to 5 Begin to describe a sequence of events, real or fiction using words such as 'first', 'then'... Link the number symbol (numeral) with its cardinal number value Count beyond 10 Compare numbers have a deep understanding of number to 10 verbally count beyond 20 compare quantities up to 10 explore and represent patterns within numbers 			<ul style="list-style-type: none"> Compare quantities using language: 'more than', 'fewer than' Link the number symbol (numeral) with its cardinal number value Automatically recall number bonds for numbers 0-10 Count beyond 10 Compare numbers have a deep understanding of number to 10 automatically recall number bonds up to 5 compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity 		
Mental maths	<ul style="list-style-type: none"> reorder numbers when adding, e.g. put the larger number first count on or back in ones 			<ul style="list-style-type: none"> counting forwards in 2s 1 more and 1 less up to 10 		
Retrieval (Quick starter)	<ul style="list-style-type: none"> Number recognition 1-10 Number composition 1:1 counting Subitising 1 more 1 less 			<ul style="list-style-type: none"> Counting to 20 Number recognition to 10 1 more/1 less Addition Subtraction Subitising 		
Kinetic Number focus	<ul style="list-style-type: none"> Prior assessments 1-6 7, 8 			<ul style="list-style-type: none"> Prior assessments 1-8 9, 0 		
Shape, space and measures through provision (Development Matters)	<ul style="list-style-type: none"> Make comparisons between objects relating to size, length, weight and capacity Days of the week 			<ul style="list-style-type: none"> Notice and correct an error in a repeating pattern Select, rotate and manipulate shapes in order to develop spatial reasoning skills 		

	Term 5				Term 6			
Unit Focus	Number bonds 4, 5 (2 weeks)	More and less – linking to money and objects (1 week)	Odd and evens (1 week)	Doubling (1 week)	Sharing (1 week)	2D and 3D shapes (2 weeks)	Spatial Reasoning (1 week)	Assessments
Priority								
Development Matters and EYFS	<ul style="list-style-type: none"> Automatically recall number bonds for numbers 0-10 have a deep understanding of number to 10 automatically recall number bonds up to 5 including subtraction facts and doubling facts compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity verbally counting beyond 20 explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally 				<ul style="list-style-type: none"> Automatically recall number bonds for numbers 0-10 Choose items based on their shape which are appropriate for the child's purpose Responds to both informal language and common shape names Show awareness of shape similarities and differences between objects Attempts to create arches and enclosures when building, using trial and improvement to select blocks Uses mathematical terms to describe shapes have a deep understanding of number to 10 automatically recall number bonds up to 5 including subtraction facts and doubling facts compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity verbally counting beyond 20 explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally 			
Mental maths	<ul style="list-style-type: none"> partition and combine tens and ones doubles of all numbers up to total of 10 number bonds (addition and subtraction) to 5 recalling evens and odds up to 10 				<ul style="list-style-type: none"> partition and combine tens and ones sharing amounts up to 10 number bonds (addition and subtraction) to 10 			
Retrieval (Quick starter)	<ul style="list-style-type: none"> number bonds to 5 number recognition and composition repeating patterns subitising counting on and back 				<ul style="list-style-type: none"> number bonds to 10 doubling odds and evens 			
Kinetic Number focus	<ul style="list-style-type: none"> Number formations from assessments 				<ul style="list-style-type: none"> 0-9 			
Shape, space and measures through provision (Development Matters)	<ul style="list-style-type: none"> Continue, copy and create repeating patterns Money 2D and 3D shapes Sequencing events – day and night 				<ul style="list-style-type: none"> Compare length, weight and capacity Days of the week Time 2D and 3D shapes 			