EYFS Maths Long Term Planning Ashington Learning Partnership

Weekly Overview

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	Week 1 Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Baseline		countin	Numbers: g and rec		Shape, space and measures: 2D shape		measures: space and measures:		Numbers n and sub	
Spring	Numbers: counting and rec		Shape, space and measures: size, weight and capacity			Numbers: addition and subtraction			measu	, space nd res:2D/ hape	Shape, space and measures : time
Summer	Numbers: counting and recognition	additio	bers: on and action	doubl	Numbers: ing, halvin sharing		measures:	ape, space a position an (N & Rec) pace and m 2D shape (PG)	d distance		idation/ sments

Little Learners: Autumn Term

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
Baseline			Numbers: co	unting and re	ecognition	Shape, space and measures: 2D Numbers: addition and subshape						
			Develops an a names throug rhymes and so experience of Says some co Recites some sequence.	h their enjoym ongs that relat numbers. ounting words	nent of action te to their randomly.	Recognises k in meaningfu Attempts, sor shapes into s jigsaw puzzle Uses blocks	metimes succe spaces on inse	essfully, to fit t boards or own simple	objects, e.g.	organise and putting all the eddies and car	teddy bears	

Little Learners: Spring Term

Week 1 Week 2 Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Numbers: counting and recognition Develops an awareness of number names through their enjoyment of action rhymes and songs that relate to their experience of numbers. Says some counting words randomly. Recites some number names in sequence. Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'.	Attempts, sor shapes into s jigsaw puzzle Uses blocks t structures an Enjoys filling	metimes succe spaces on inset	ssfully, to fit to boards or own simple is.	Beginning to objects, e.g. together or to piles. Begins to ma quantities. Creates and	organise and oputting all the teddies and cars like comparisor experiments we presenting ide	categorise eddy bears in separate as between	Shape, space measures: 2 Uses blocks their own simple structures and arrangement. Notices simple and patterns. Beginning to objects accorproperties sures shape or second	to create and a second	Shape, space and measures: time Gets to know and enjoy daily routines, such as getting-up time, mealtimes, nappy time, and bedtime. Associates a sequence of actions with daily routines. Beginning to understand that things might happen 'now'.

Little Learners: Summer Term

Week 1 Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Week 1 Week 2 Numbers: counting and recognition (using numbers 1-5) Recites some number names in sequence. Selects a small number of objects from a group when asked, for example,	Numbers: ad subtraction Begins to make comparisons is quantities. Creates and exists with symbols are representing is	ke between experiments and marks	Numbers: do sharing Beginning to objects, e.g. ptogether or tepiles.	Week 6 bubling, halviorganise and putting all the eddies and care ke comparison	ng and categorise teddy bears s in separate	Shape, spac shape Notices simple pictures. Beginning to	Week 9 e and measur le shapes and categorise obj properties suc	Time at the beging or end of the terroconsolidation, gar filling, seasonal activities, assessetc.		
'please give me one', 'please give me two'. Recites numbers in order to 10. Recognise some numerals of personal significance.	number. Uses some la quantities, sud and 'a lot'. Knows that a things change when somethior taken away	group of es in quantity ing is added	and marks re number. Uses some la such as 'more Knows that a	experiments we presenting idea anguage of qualities and 'a lot'. group of thing then something	eas of antities, gs changes	playing with sarrangements Shows aware shapes in the Shows intereconstruction ashapes or arr Shows intereenvironment. Uses shapes Beginning to	shapes or makes with objects. eness of similar environment. st in shape by activity or by ta	rities of sustained alking about the for tasks. shapes of		

Nursery: Autumn Term

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Baseline			Recites some sequence. Selects a smala group when 'please give r two'. Recites numb. Recognise so significance	e number name all number of contasked, for extended and orders in order to the numerals and numerals 1 to 5	es in objects from ample, se give me o 10. of personal	shape Notices simple pictures. Beginning to according to or size. Shows an interest of shows interest environment. Beginning to	e and measurable shapes and categorise objected by properties such that shapes or many shapes of similar environment. See the shapes in talk about the ects, e.g. 'rourable shapes in the shapes in th	patterns in ects h as shape and space haking rities of the shapes of	Begins to ma quantities. Uses some la as 'more' and Knows that a quantity when taken away. Compares two when they has separates a objects in diff	anguage of quadrial of a lot? In group of thing in something is ave the same in group of three ferent ways, beat the total is st	antities, such as changes in added or ejects, saying number. or four eginning to

Nursery: Spring Term

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12			
Numbers: co	ounting and r	ecognition	Shape, space weight and c		res: size,	Numbers: a	ddition and su	btraction	Shape, space	space and Shape, es: 2D shape space and				
(using number	eis i-10)		weight and c	apacity		Begins to ma	ake comparison	s between	ineasures. 2	.D Shape	measures:			
	all number of		Begins to use	the language	e of size.	quantities.			Shows aware		time			
	n asked, for ex		lless shames		for tools	Llana aama		undidi na navah	similarities of		Accesiates			
two'.	me one', 'plea	se give me	Uses shapes	appropriately	for tasks.	as 'more' an	anguage of qua	intities, such	the environm	ent.	Associates a sequence			
			Uses position	al language.	– More able.	as more an	a a .o		Shows intere	st in shape	of actions			
	number names	accurately					a group of thing		by sustained		with daily			
in play.			Orders two ite	ems by weigh	t or capacity.	quantity whe	en something is	added or	activity or by shapes or an	talking about	routines.			
Sometimes n	natches nume	ral and	- Wore able			taken away.			snapes or an	rangements.	Beginning to			
quantity corre							wo groups of ob		Shows intere		understand			
Ob access are inst						when they h	ave the same n	umber.	in the enviror	nment.	that things			
environment.	terest in nume	rais in the				Separates a	group of three	or four	Uses shapes		might happen			
OTTVII OTTITIOTILI							ferent ways, be		appropriately		'now'.			
Recites num	bers in order to	o 10.				recognise th	at the total is st	ill the same.						
Recognise se	ome numerals	of personal							Beginning to the shapes o					
significance	onie numerais	oi personai							objects, e.g.					
									'tall'.					
Recognises i	numerals 1 to	5.							Deninaia a te					
									Beginning to mathematica					
									'flat' 2D shap					

Nursery: Summer Term

Numbers: counting and recognition (using numbers 1-10) Recognises numerals 1 to 5. Shows an interest in representing numbers. Says the number that is one more than a given number. Says the number than a given number. Sumbers: addition and subtraction Numbers: addition and subtraction Numbers: addition and sharing Numbers: addition and subtraction Sharing Numbers: addition and subtraction Sharing Uses some language of quantities, such as 'more' and 'a lot'. Knows that a group of things changes in quantity when something is added or taken away. Says the number that is one more than a given number. Compares two groups of objects, saying when they have the same number. Numbers: addition and subtraction Sharing Shape, space and measures: 2D/ 3D shape Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. Shows interest in shapes in the environment. Shows interest in shapes in the environment. Uses shapes appropriately for tasks. Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.	Week 1 Week 2
Recognises numerals 1 to 5. Uses some language of quantities, such as 'more' and 'a lot'. Knows that a group of things changes in quantity when something is added or taken away. Says the number that is one more than a given number. Uses some language of quantities, such as 'more' and 'a lot'. Knows that a group of things changes in quantity when something is added or taken away. Compares two groups of objects, saying when they have the same number. Uses some language of quantities, such as 'more' and 'a lot'. Knows that a group of things changes in quantity when something is added or taken away. Compares two groups of objects, saying when they have the same number. Beginning to talk about the shapes of	recognition (using
Counts up to three or four objects by saying one number name for each item. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Counts objects to 10, and beginning to count beyond 10. Counts out up to six objects from a larger group. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Shows an interest in number problems. Shows an interest in number of items in two groups by counting all of them. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Shows an interest in number problems. Shows an interest in number of items in two groups by counting all of them. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Shows an interest in representing numbers. Shows an interest in number of items in two groups by counting all of them. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Shows an interest in representing numbers. Selects a particular named shape. Selects a particular named shape. Selects a particular named shape.	numbers 1-10) Recognises numerals 1 to 5. Shows an interest in representing numbers. Says the number that is one more than a given number. Counts up to three or four objects by saying one number name for each item. Counts objects to 10, and beginning to count beyond 10. Counts out up to six objects from a larger group. Selects the correct numeral to represent 1 to