Practiced daily/ weekly: Counting beyond 20 (register), symbols, marks and numbers (MA), describe a familiar route (taking the register), counting syllables (daily C+L)

EYFS Maths Coverage

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Baseline activities: a combination of teacher-directed and child- initiated ctivities will target pupils and their starting points. Modelling counting in everyday contexts (0 – 3/ 22-36m) Recite numbers past 5/ counting in order past 5 (3& 4/ N) Subitising 0-3 (3&4/ N) Comparing quantities through modelling vocab such as 'more', 'fewer', 'less' etc. (3& 4/ N) **Teacher directed:** Finger numbers to 5 (3& 4/ N) Cardinal principle up to 5 (3& 4/ N) Composition of numbers 1- 3 (reception) One more/ one less within 3 (reception)	Talk about and identify patterns (3&4/ N) Link numerals and amounts up to 5 (3& 4/ N) Comparing quantities through modelling vocab such as 'more', 'fewer', 'less' etc. (3& 4/ N) **Teacher directed:** Create repeating patterns (3& 4/ N) Composition of numbers 4 & 5 (reception) Solving word problems (3& 4/ N)	Exploring 2D and 3D shapes, modelling vocab such as 'sides', 'corners'; 'straight', 'flat', 'round' (3& 4/ N) Select shapes appropriately & experiment to make new ones (3& 4/ N) Cardinal principle in larger sets (3& 4/ N) **Teacher directed:** Make comparisons between length, weight and capacity (3& 4/ N) Talk about patterns of events (3&4/ N) Solving word problems (3& 4/ N) Count beyond 10, familiarising with 2-digit numbers (reception) Link numerals with cardinal value up to 10 (reception) Number bonds to 5 (reception)	One more/ one less (reception) Compose and decompose shapes (reception) Select, rotate and manipulate shapes in order to develop spatial reasoning skills (reception) Make comparisons between length and sizes (3& 4/N) **Teacher directed:** Compare numbers & introduce sharing between two groups (reception) Subtraction within 5 (ELG) Number bonds to 10 (ELG)	Conceptual subitising, such as 2 and 2, 3 and 3 etc. (reception) Counting to 20 (ELG) Cardinal counting of larger sets (reception) Varied patterns (ELG) Word problems using +/- (reception) **Teacher directed:** Double facts (ELG) Odds and evens (ELG)	***Teacher directed will be informed by the needs of the pupils.*** Subtraction within 5 (ELG) Double facts (ELG) Odds and evens (ELG)

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Term 1						
Lesson sequencing	Finger numbers to 5	Cardinal to 5: fingers	Cardinal to 5: objects on 5 frames	Composition to 3: 1+1 with Peter & Paul then GW follow up	Composition to 3: 2+1/ 1+1+1 with 3 Currant Buns then GW follow up	One more/ one less with Currant Buns
CI focus throughout the term	Subitising to 3 in play: Collecting acorns in bags/ containers Narrating play "I can see you have 3 cars, and I have 2")		Modelling counting and cardinal principle: Use tidy up time to aid counting "can you get 5 dinosaurs?" I'll count to 20 and see if we can pick all of these up"		Modelling using 'more', 'less' when comparing quantities: Laps around the track on vehicles Number of children in tree/ fallen log Small world Block play Number nursery rhymes	

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Term 2					
Lesson sequencing	Repeating patterns (AB) **after MA baseline in T1*	Composition to 4: with 1- 3 retrieval and 4 Little Ducks then GW follow up	Composition to 5: with one more retrieval and 5 Flying Men then GW follow up	Number bonds within 5: Adding on and taking away using +/- Comparing quantities	Christmas themed word problems Comparing quantities
CI focus throughout the term	Talk about and identify patterns: Animal prints Wrapping paper (birthdays role play)		Number recognition and linking numerals to amounts: Birthday badges and birthday candles Number tuff trays		Modelling using 'more', 'less' when comparing quantities: Celebrations role play with presents/ candles Home corner (food, plates, cups, chairs etc.)

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<table>
<tr><th colspan="7">Term 3</th></tr>
<tr><td>Lesson sequencing</td><td>Measurement with ‘Dear Zoo’ making animal crates for different sized animals</td><td>Animal sizes with vocabulary

Animal patterns</td><td>Talk about patterns of events with animal story and sequencing

(The elephant went to the shop and first brought a…)
(Making a cake)</td><td>Word problems using frogs and flies</td><td>Counting larger groups with animals in 10 frame and ‘We Catch the Bus’</td><td>Number bonds to 5 retrieval using animals and number blocks</td></tr>
<tr><td>CI focus throughout the term</td><td colspan="3">Measurement and shapes (size, weight, capacity)

Talk about the shapes used and their properties during block play (corners, straight, round, curved)

Comparing weights when carrying baskets and containers using heavy/ light

Weighing objects with scales (tuff trays)

‘Forest school’ play</td><td>Recap number bonds to 5:

Use tidy up time “I have 3 and you have 2, that makes 5”

Laps on track with vehicles and tally sheet

Home corner play

Block play</td><td colspan="2">Cardinal principle in larger sets:

Use counting tuff trays

Use tidy up time to aid counting “can you get 10 dinosaurs?</td></tr>
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Term 4			
Lesson sequencing	Comparing quantities and numerals whilst introducing sharing between two groups Estimating groups	Retrieval of +/- with word problems Subtraction within 5 using Flying Men in Saucer	Number bonds within 10
CI focus throughout the term	Subitising up to 5: Small world play Block play Home corner Number bonds to 5: Laps on track Block play	Compare numbers through collecting a range of objects (identifying when a quantity is more than/ less than/ same as): Making towers (taller, shorter etc.) Groups of 'sweets' Number value (a tower of 6 is bigger than 3 because 6 is a bigger number) +1/-1	Shape play to enhance spatial reasoning: Understanding shapes can be made through other shapes Describing shapes and sizes Fitting and rotating correct shapes/ puzzle pieces (big blocks, puzzles)

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Term 5			
Lesson sequencing	Double facts to 10 using ladybirds	Odds and evens with retrieval of sharing	Conceptual subitising Number bonds to 10
CI focus throughout the term **Targeted children/ areas stated on provision map*	Shape, varied patterns and symmetry: Butterfly symmetry Pattern- pillars finger painting	Counting larger sets/ verbally counting to 20: Hide and seek Counting objects	Addition and subtraction (whilst considering number bonds/ +1 and -1): Bean bag toss Skittles and bowling Block play Home corner and 'forest school' play

Term 6				
Lesson sequencing	***Teacher directed will be informed by the needs of the pupils.**			
CI focus throughout the term **Targeted children/ areas stated on provision map*	Double facts to 10	Odds and evens Sharing	Number bonds (5/10) +1/-1	Subtraction within 5

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