

Maths Long Term Plan EYFS 2023- 2024

Mathematics Educational Programme

Developing a **strong grounding in number** is essential so that all children develop the necessary **building blocks** to excel mathematically. Children should be able to **count confidently**, develop a deep understanding of the **numbers to 10**, the **relationships between** them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using **manipulatives**, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which **mastery of mathematics** is built. In addition, it is important that the curriculum includes **rich opportunities for children to develop their spatial reasoning** skills across all areas of mathematics including shape, space and measures. It is important that children **develop positive attitudes and interests in mathematics**, look for **patterns and relationships**, spot **connections**, **'have a go'**, **talk to adults** and peers about what they notice and not be afraid to make mistakes.

Our weekly teaching is supported by the early years NCTEM framework using the six key areas of early mathematics learning:

- **Cardinality and Counting:** Understanding that the cardinal value of a number refers to the quantity, or 'howmanyness' of things it represents
- **Comparison:** Understanding that comparing numbers involves knowing which numbers are worth more or less than each other
- **Composition:** Understanding that one number can be made up from (composed from) two or more smaller numbers
- **Pattern:** Looking for and finding patterns helps children notice and understand mathematical relationships
- **Shape and Space:** Understanding what happens when shapes move, or combine with other shapes, helps develop wider mathematical thinking
- **Measures:** Comparing different aspects such as length, weight and volume, as a preliminary to using units to compare later

Links for NCTEM progression maps for each area of learning.

- <https://www.ncetm.org.uk/media/zpujdww4/typical-progression-cardinality-and-counting.pdf>
- <https://www.ncetm.org.uk/media/wvqgcfqm/typical-progression-comparison.pdf>
- <https://www.ncetm.org.uk/media/a5cetjqq/typical-progression-composition.pdf>
- <https://www.ncetm.org.uk/media/5csbtyon/typical-progression-pattern.pdf>

We also use numberblocks to supplement our teaching The NCETM materials use each episode as a launch pad. They are designed to assist Early Years practitioners to confidently move on from an episode, helping children to bring the numbers and ideas to life in the world around them.

St Bridget's children in F2 have daily maths carpet sessions planned from the above, they also have an additional daily teaching session following the NCTEM mastering number programme. This programme supports pupils in developing a good number sense: strengthening the understanding of number and fluency with number facts.

Autumn 1	Baseline Understanding numbers 1- 3
Autumn 2	Understanding numbers 4 – 6 and 0
Spring 1	Understanding numbers 7-10
Spring 2	Exploring teen numbers (11-12) Revisiting and consolidation of 1-10 for mastery
Summer 1	Exploring teen numbers (13-16) Revisiting and consolidation of 1-10 for mastery
Summer 2	Exploring teen numbers (17-20) Revisiting and consolidation of 1-10 for mastery

Early Learning Goals:

Number

Have a deep understanding of number to 10, including the composition of each number;

Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.

Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.