

Medium Term Planning

<p>Summer 2 <u>Around the Word</u></p>	<p>EYFS Area of Learning: <b>Maths</b></p>	
<p><b>Mathematics</b></p>		
<p><b>Main Learning Objectives</b>  (Development Matters Bands)</p>	<p><b>Comparison</b></p> <ul style="list-style-type: none"> <li>• Uses number names and symbols when comparing numbers, showing interest in large numbers</li> <li>• Estimates of numbers of things, showing understanding of relative size</li> </ul>	<p><b>Counting</b></p> <ul style="list-style-type: none"> <li>• Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0</li> <li>• Increasingly confident at putting numerals in order 0 to 10 (ordinality)</li> </ul>
	<p><b>Cardinality</b></p> <ul style="list-style-type: none"> <li>• Engages in subitising numbers to four and maybe five</li> <li>• Counts out up to 10 objects from a larger group</li> <li>• Matches the numeral with a group of items to show how many there are (up to 10)</li> </ul>	<p><b>Spatial Awareness</b></p> <ul style="list-style-type: none"> <li>• Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints</li> <li>• Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning)</li> <li>• May enjoy making simple maps of familiar and imaginative environments, with landmarks</li> </ul>
	<p><b>Composition</b></p> <ul style="list-style-type: none"> <li>• Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects</li> <li>• Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three.</li> <li>• In practical activities, adds one and subtracts one with numbers to 10</li> <li>• Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and “+” or “-“</li> </ul>	<p><b>Shape</b></p> <ul style="list-style-type: none"> <li>• Uses informal language and analogies, (e.g. <i>heart-shaped and hand-shaped leaves</i>), as well as mathematical terms to describe shapes</li> <li>• Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes</li> <li>• Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build</li> </ul>
	<p><b>Pattern</b></p> <ul style="list-style-type: none"> <li>• Spots patterns in the environment, beginning to identify the pattern “rule”</li> <li>• Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat</li> </ul>	<p><b>Measures</b></p> <ul style="list-style-type: none"> <li>• Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy</li> <li>• Becomes familiar with measuring tools in everyday experiences and play</li> <li>• Is increasingly able to order and sequence events using everyday language related to time</li> </ul>

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	<p><b>ELG</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Have a deep understanding of number to 10, including the composition of each number;- Subitise (recognise quantities without counting) up to 5;</li> <li>- 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to experience measuring time with timers and calendars</li> </ul> <p><b>ELG</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Verbally count beyond 20, recognising the pattern of the counting system;</li> <li>- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</li> <li>- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>
<p><b>White Rose</b></p>	<p><b>Week 1: sharing and grouping</b> Monday: Explore sharing Tuesday and Wednesday: Sharing Thursday and Friday: Explore grouping</p> <p><b>WEEK 2: Sharing and grouping</b> Monday: Grouping Tuesday and Wednesday: Even and odd sharing Thursday and Friday: Play with and build doubles</p> <p><b>WEEK 3: Visualise, build and map</b> Monday: Identify units of repeating patterns Tuesday and Wednesday: Create own pattern rules Thursday and Friday: Explore own pattern rules</p> <p><b>WEEK 4: Visualise, build and map</b> Monday: Replicate and build scenes and constructions Tuesday and Wednesday: Visualise from different positions Thursday: Describe positions Friday: Give instructions to build</p>	

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	<p><b>WEEK 5: Visualise, build and map</b> Monday: Explore mapping Tuesday: Represent maps with models Wednesday: Create own maps from familiar places Thursday and Friday: Create own maps and plans from story situations</p> <p><b>WEEK 6: Make connections</b> Monday and Tuesday: Deepen understanding Wednesday, Thursday and Friday: Patterns and relationships</p> <p><b>WEEK 7:</b> Monday: Recalling Number bonds to 10. Can you extend it to 20? Tuesday: Recording number bonds to 10 including number sentences. Wednesday: Building and recognising numbers to 20 Thursday: Counting back from 20. Ordering numbers to 20 Friday: Matching and recording representations of numbers to 20.</p>
<b>Outdoors</b>	<ul style="list-style-type: none"><li>• Provide a range of pebbles and shells with 10 frames for doubling and sharing.</li><li>• Obstacle course for children to use and talk about their movement using positional language.</li><li>• Water tray Ask the children to make boats out of a given material such as tin foil or modelling clay. How many marbles will their boat hold whilst staying afloat?</li><li>• Draw a chalk number line outside and circle a counting pattern, such as two, four, six, eight. Invite children to jump along the line and identify which numbers would come next in the pattern.</li></ul>