

Numeracy Medium Term Planning

Autumn 2 Our Local Superhero's	EYFS Area of Learning: Maths	
	Mathematics	
Main Learning Objectives – with cross curricular links (Development Matters Bands)	Comparison • Uses number names and symbols when comparing numbers, showing interest in large numbers • Estimates of numbers of things, showing understanding of relative size	Counting • Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0 • Increasingly confident at putting numerals in order 0 to 10 (ordinality)
	Cardinality • Engages in subitising numbers to four and maybe five • Counts out up to 10 objects from a larger group • Matches the numeral with a group of items to show how many there are (up to 10)	Spatial Awareness • Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints • Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning) • May enjoy making simple maps of familiar and imaginative environments, with landmarks
	Composition • Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects • 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. • In practical activities, adds one and subtracts one with numbers to 10 • Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and “+” or “-”	Shape • Uses informal language and analogies, (e.g. <i>heart-shaped and hand-shaped leaves</i>), as well as mathematical terms to describe shapes • Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes • Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build
	Pattern • Spots patterns in the environment, beginning to identify the pattern “rule” • Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat	Measures • Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy • Becomes familiar with measuring tools in everyday experiences and play • Is increasingly able to order and sequence events using everyday language related to time • Beginning to experience measuring time with timers and calendars

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	ELG Children at the expected level of development will: - 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.	ELG Children at the expected level of development will: - 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.
White Rose Please use your class's gap analysis to tailor Maths starter and interventions to your children's learning needs.	WEEK 1: Circles and Triangles Monday and Tuesday: Identifying and naming circles and triangles. Wednesday and Thursday: Comparing circles and triangles. Friday: Shapes in the environment. Week 2: Position All week: Describing position. WEEK 3: 1, 2, 3, 4, 5 Monday and Tuesday: Finding 4 and 5. Wednesday and Thursday: Subitising 4 and 5. WEEK 4: 1, 2, 3, 4, 5 Monday: 1 more. Tuesday: 1 less Wednesday: Composition of 4 and 5. Thursday and Friday: Composition of 1-5. WEEK 5: Shapes with 4 sides Monday and Tuesday: Identifying and naming shapes with 4 sides. Wednesday: Combining shapes with 4 sides. Thursday: Shapes in the environment. Friday: My day and night. WEEK 6: Assessments	

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	Assessing circles and triangles, 1, 2, 3, 4, 5 and shapes with 4 sides. WEEK 7: Composition (Mastering Number (Week 20). M: recognise ways in which objects are similar to or different from each other, talk about some of the different attributes they notice (colour, size, function, shape, etc.) and sort objects according to attributes described by an adult. T: use their fingers to represent doubles and NOT doubles, describe attributes that they notice for a group of objects and sort and re-sort objects according to their own attributes. W: use their fingers to show numbers to 8, describe attributes of the Numberblocks and sort the Numberblocks using the criteria 'odd blocks' or 'even tops'. TH: use their fingers to show doubles patterns, describe attributes of the Numberblocks and investigate patterns of doubles in interlocking cube models of the Numberblocks. F: Challenge: Making doubles to 10. <u>Use this week to go over any areas the children found challenging during the half term.</u>
Mastering Number	Counting, ordinality and cardinality: Focus on counting skills Focus on the 'fiveness of 5' using one hand and the die pattern for 5. Comparison: Compare sets – by matching use the language of comparison: more than, fewer than, an equal number. Composition: Explore the concept of 'whole' and 'part'. Noticing and visualising: Practical exploration of 'parts' and 'wholes' Focus on matching, turning and flipping. Composition: Focus on the composition of 3, 4 and 5. Counting, ordinality and cardinality: Practise object counting skills match numerals to quantities within 10 verbal counting beyond 20.
Outdoors	• Opportunities for the children to reinforce their subitising to 6 skills by playing track games using a die. • Provide clipboards, paper and pencils for the children to use to collect data from their classmates. • Set challenges with construction materials. Can you make a car/rocket/pirate ship using this many pieces? • Place a hoop and 7 beanbags outside for throwing practice. How many beanbags landed in the hoop? How many did not? How many beanbags are there altogether? • Place some empty containers and a collection of small items in a tuff tray for the children to sort however they like. Tell me why you have sorted them like that. Some children may want to record what they have sorted. • Place skittles or similar games in the outdoor environment, so the children can count while they play. For example, how many skittles can they knock down; how many times can they catch a beanbag; how many steps can they take around an obstacle course without touching the ground? • Provide a range of musical instruments that can be used to make clear, defined sounds (e.g. drums or xylophones). Ask the children to use the instruments to make and count sounds.
Digging Deeper	• NRICH: Hidden gems • NRICH: Number talks

