

Maths Medium Term Plan 2021-2022: EYFS based on NCETM Mastering Number

Autumn 1 (7 weeks)	Autumn 2 (7 weeks)
<p>Subitising</p> <ul style="list-style-type: none"> ○ perceptually subitise within 3 ○ identify sub-groups in larger arrangements ○ create their own patterns for numbers within 4 ○ practise using their fingers to represent quantities which they can subitise ○ experience subitising in a range of contexts, including temporal patterns made by sounds. <p>Cardinality, Ordinality and Counting</p> <ul style="list-style-type: none"> ○ relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set ○ have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song ○ have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting ○ have opportunities to develop an understanding that anything can be counted, including actions and sounds ○ explore a range of strategies which support accurate counting. <p>Composition</p> <ul style="list-style-type: none"> ○ see that all numbers can be made of 1s ○ compose their own collections within 4. <p>Comparison</p> <ul style="list-style-type: none"> ○ understand that sets can be compared according to a range of attributes, including by their numerosity ○ use the language of comparison, including 'more than' and 'fewer than' ○ compare sets 'just by looking'. 	<p>Subitising</p> <ul style="list-style-type: none"> ○ continue from first half-term ○ subitise within 5, perceptually and conceptually, depending on the arrangements. <p>Cardinality, Ordinality and Counting</p> <ul style="list-style-type: none"> ○ continue to develop their counting skills ○ explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand ○ begin to count beyond 5 ○ begin to recognise numerals, relating these to quantities they can subitise and count. <p>Composition</p> <ul style="list-style-type: none"> ○ explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot ○ explore the composition of numbers within 5. <p>Comparison</p> <ul style="list-style-type: none"> ○ compare sets using a variety of strategies, including 'just by looking', by subitising and by matching ○ compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts.

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Spring 1 (6 weeks)	Spring 2 (6 weeks)
<p>Subitising</p> <ul style="list-style-type: none"> ○ increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements ○ <p>Cardinality, Ordinality and Counting</p> <ul style="list-style-type: none"> ○ continue to develop verbal counting to 20 and beyond ○ continue to develop object counting skills, using a range of strategies to develop accuracy ○ continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10 ○ order numbers, linking cardinal and ordinal representations of number. <p>Composition</p> <ul style="list-style-type: none"> ○ continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5 ○ explore the composition of 6, linking this to familiar patterns, including symmetrical patterns ○ begin to see that numbers within 10 can be composed of '5 and a bit'. <p>Comparison</p> <ul style="list-style-type: none"> ○ compare sets using a variety of strategies, including 'just by looking', by subitising and by matching ○ compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts. ○ continue to compare sets using the language of comparison, and play games which involve comparing sets 	<p>Subitising</p> <ul style="list-style-type: none"> ○ explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'. ○ <p>Cardinality, Ordinality and Counting</p> <ul style="list-style-type: none"> ○ continue to consolidate their understanding of cardinality, working with larger numbers within 10 ○ become more familiar with the counting pattern beyond 20. <p>Composition</p> <ul style="list-style-type: none"> ○ explore the composition of odd and even numbers, looking at the 'shape' of these numbers ○ begin to link even numbers to doubles ○ begin to explore the composition of numbers within 10 <p>Comparison</p> <ul style="list-style-type: none"> ○ compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system.

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Summer 1 (6 weeks)	Summer 2 (7 weeks)
<p>Subitising</p> <ul style="list-style-type: none"> ○ continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns ○ use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number ○ subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10 ○ be encouraged to identify when it is appropriate to count and when groups can be subitised. ○ <p>Cardinality, Ordinality and Counting</p> <ul style="list-style-type: none"> ○ continue to develop verbal counting to 20 and beyond, including counting from different starting numbers ○ continue to develop confidence and accuracy in both verbal and object counting. <p>Composition</p> <ul style="list-style-type: none"> ○ explore the composition of 10. <p>Comparison</p> <ul style="list-style-type: none"> ○ order sets of objects, linking this to their understanding of the ordinal number system. 	<ul style="list-style-type: none"> ○ In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.