

Acorn Class Mathematics Long Term Plan

Week	Focus	Development Matters Link (Birth to Three; 3 & 4-year-olds)
1/2	Singing nursery rhymes with numbers (up to 5) and joining in with actions	Finger rhymes with numbers
3/4	Representations of numbers 1 – 3	React to changes of amounts in a group of up to three items
5/6	Comparing amounts involving 1 – 3	Compare amounts, saying 'lots', 'more' or 'same'
7/8	SHAPE – puzzles and comparing sizes and weights	Complete inset puzzles Compare sizes, weights, etc. using gestures and language – 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.
9/10	Singing nursery rhymes with numbers (up to 5) and joining in with actions	Finger rhymes with numbers
11/12	1:1 correspondence for numbers 1 – 3	Know that the last number reached when counting a small set of objects tells us how many they are in total (Cardinal Principle)
13/14	Subitising 1 – 3	Develop fast recognition of up to 3 objects without having to count them (subitising)
15/16	SHAPE PATTERNS – noticing patterns	Notice patterns and arrange things in patterns
17/18	Singing nursery rhymes with numbers (up to 10) and joining in with actions	Finger rhymes with numbers
19/20	Representations of numbers 1 – 5 (Numberblocks, fingers, counters, familiar objects)	Show 'finger numbers' to 5
21/22	Comparing amounts involving 1 – 5	Compare quantities using language: 'more than', 'fewer than'
23/24	1:1 correspondence for numbers 1 – 5	Know that the last number reached when counting a small set of objects tells us how many they are in total (Cardinal Principle) Say one number for each item in order: 1 2 3 4 5
25/26	CAPACITY – 1 week on weight, 1 week on length	Make comparisons between objects relating to size, length, weight and capacity
27/28	CAPACITY – 1 week on capacity, 1 week on size / revisiting weight, length or capacity	Make comparisons between objects relating to size, length, weight and capacity

29/30	Link representations of numbers 1-5 to their numerals (e.g. 4 dinosaurs on a table and the numeral 4 is placed next to it). Exploring the writing of numbers 1-5	Link numerals and amounts Experiment with their own symbols and marks as well as numerals
31/32	1:1 correspondence for numbers 1 – 5	Know that the last number reached when counting a small set of objects tells us how many they are in total (Cardinal Principle) Say one number for each item in order: 1 2 3 4 5
33/34	Repeating patterns – ABAB	Extend and create ABAB patterns – stick, leaf, stick, leaf
35/36	Subitising 1 – 3	Develop fast recognition of up to 3 objects without having to count them (subitising)
37/38	SHAPE – explore 2D and 3D shapes	Talk about and explore 2D and 3D shapes using informal and mathematical language

All sessions to start with a maths song to recall and develop children’s knowledge and ability in many areas of the EYFS curriculum from Development matters, including to:

- use their fingers during number rhymes
- show ‘finger numbers’ up to 5
- recite numbers past 5

Objectives not covered in the 38-week plan above will be addressed during continuous provision. Objectives not identified above are:

- Combine objects like stacking blocks and cups. Put objects inside others and take them out again.
- Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.
- Count in everyday contexts, sometimes skipping numbers - ‘1-2-3-5.’
- Climb and squeeze themselves into different types of spaces.
- Build with a range of resources
- Recite numbers past 5.
- Understand position through words alone – for example, “The bag is under the table,” – with no pointing.
- Describe a familiar route.
- Discuss routes and locations, using words like ‘in front of’ and ‘behind’.

- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.
- Combine shapes to make new ones – an arch, a bigger triangle, etc.
- Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.
- Notice and correct an error in a repeating pattern.
- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

Suggestions for activities are given in Development Matters and will be used to support the development of children's knowledge and understanding.