Mathematics Medium Term Plan – Foundation Stage 2

Unit	Early Learning Goal End of EYFS Requirements	Learning Objectives	Small Steps	Representation and Resources
Autumn Term				
Comparing	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 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 of numbers within numbers up to 10, including evens and odds,	1. To verbally count to 5 2. To be able to subitise up to three objects 3. To be able to say one number for each item in order up to 5 and then 10 4. To know that the last number reached when counting a small set of objects tells you how many there are in total 5. To be able to compare quantities using language: 'more than', 'fewer than'. 6. To be able to link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.	1. Verbally count 1, 2, 3, 4, 5 2. Subitise up to three objects 3. Say numbers in order 4. How many altogether? 5. More than, fewer than 6. Matching number to quantity	• Action rhymes and number songs • Show finger numbers • Sort objects • Count objects • Recognise numbers as words • Fewer, more, same • Compare number quantities • Number Blocks Series 1 Episode 9 – Off We Go • Number Blocks Series 1 Episode 10 – How to Count • Book – How many Snails? • Concrete to pictorial representations

	double facts and how quantities can be distributed equally			
Shape and Space	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 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	1. To be able to move both themselves and things around to see things from different perspectives 2. To be able to make constructions, patterns and pictures 3. To be able to use positional and directional language; in, on, under, up, down, across 4. To be able to use language relative to viewpoint; in front of, behind, forwards, backwards 5. To be able to explore spatial awareness through manipulatives	1. Explore perspective 2. Replicate and build scenes and constructions 3. Visualise from different positions 4. Visualise from different viewpoints 5. Explore spatial awareness	• Construction activities • Printing and making pictures and patterns with shapes • Directing a simple robot along a route • Tangrams • Use of toys to discuss perspective • Book - Rosie's Walk • Play in the outdoor environment exploring sequences of body movements • Book – What will Fit? • Number Blocks Episode 11 - Stampolines

	• Explore and represent patterns of numbers within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally			
Cardinality and Composition	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 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 of numbers within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally	1. To verbally count to 10 2. To be able to recognise numerals 1 to 5. 3. To be able to count up to five objects by saying one number name for each item. 4. To be able to count actions or objects which cannot be moved knowing that the last number counted is the number in the set 5. To understand that by adding one more to a set of objects the cardinal number changes 6. To be able to select the correct numeral to represent 1 to 5 objects. 7. To be able to count the correct number of objects from a larger group	1. Count to 10 2. Identify numerals 1 – 5 3. One – to – one counting correspondence 4. Count actions and objects that cannot be moved 5. One more than 6. Matching number to quantity 7. Count from a larger group	• Concept Posters • Concrete Cubes (coloured like the number blocks) • Introduce fives frame • Introduction to a number track 1-5 • Introduce numbers in the written form – 1 to 5 • Addition – adding one more • Number blocks Episodes 1-7 – Meet numbers 1-5
Cardinality	Number: • Have a deep understanding of number to 10, including the composition of each number • Subitise (recognise quantities without counting) up to 5	1. To be able to count objects and actions 2. To be able to subitise numbers to 6 3. To be able to link the number symbol with its cardinal number value	1. Count objects and actions 2. Subitise to 6 3. Link cardinal number values and symbols	• Introduce Number Block 6 – Series 2 Episode 1 • Make the shape of the dice pattern with concrete objects • Matching the dice pattern to the abstract number

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Composition	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 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	1. To verbally count to 10 2. To be able to explore the composition of numbers to 5 3. To be able to automatically recall number bonds to 5 4. To be able to use the vocabulary of addition and subtraction 5. To be able build addition and subtraction number sentences	1. Verbally count to 10 2. Composition of 1 – 5 3. Bonds to 5 4. Use vocabulary of addition and subtraction to 5 5. Build addition and subtraction number sentences to 5	1. Number blocks Episode 12, 14 15 – The whole of me, Holes, Hide and Seek 2. Concrete Cubes (coloured like the number blocks) 3. Fives frame 4. Numbers 1-5 in the written form 5. Oxford Owl – Making Numbers 6. Introduce Five Friend Stories with concrete objects 7. Five Friends static stories – At the Frog Pond 8. Introduce the vocabulary of addition and Subtraction

	than, less than or the same as the other quantity • Explore and represent patterns of numbers within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally •			9. Introduce number sentences with the symbols; +, -, = 10. Revisit number block 5 (4+1=5) 11. Flip counters 12. Mathematical Graphics
Measures	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 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 of numbers within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally	1. To begin to compare amounts of continuous quantities (length, capacity and weight) 2. To be able to use the vocabulary of long, tall, short, full, empty, heavy, light 3. To begin to use comparative language; taller than, shorter than etc 4. To begin to use comparative phrases; not enough, too much, a lot more 5. To begin to use the language of estimation	1. Compare capacity 2. Compare measure 3. Use comparative language 4. Use comparative phrases 5. Explore estimation	• Introduce Vocabulary relating to length, capacity and weight • Explore through dough, water and sand play • Development of language: "I wonder who has got the longest snake? I wonder whose pot will hold the most water?" • Use direct comparison • Introduce the balance scales • Use of coloured water
Composition	Number: • Have a deep understanding of number to 10, including the composition of each number	1. To verbally count to 10 2. To be able to automatically recall number bonds to 5	1. Verbal counting to 10 2. Number bonds to 5	• Number blocks Episode 12, 14 15 – The whole of me, Holes, Hide and Seek • Fives Frame

	• Subitise (recognise quantities without counting) up to 5 • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 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 of numbers within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally			• Introduce the Part, Part Whole Model • Large and small scale Part, Part Whole Model • Numbered Tabards • Number cards and symbols • Automatic Recall – Number Bonds to 5
Spring Term				
Cardinality and Composition	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 and some number bonds to 10, including double facts Numerical Patterns: • Verbally count beyond 20, recognising the pattern of the counting system	1. To verbally count to 20 2. To be able to count with 1:1 correspondence 6 – 9 objects 3. To be able to count from a larger group 4. To understand that by adding one more to a set of objects the cardinal number changes 5. To be able recognise abstract numbers 6 -9 6. To begin to understand the composition of numbers 6 – 9	1. Verbally count to 20 2. 1:1 correspondence 6 – 9 3. Count from a larger group 4. One more than 5. Recognise abstract numbers 6. Composition of 6 – 9	• Concrete Cubes (coloured like the number blocks) • Number Blocks Series 2 – Episodes 1 – 4 Introducing 6 -9 • Number Blocks Series 2 – Episode 8 Counting Sheep (Exploring Factors of 6) • Number Blocks Series 2 – Episode 12 Fluffies (Number bonds within 7) • Tens Frame • Part, Part Whole Model • Concrete counting objects • Flip Counters

	• 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 of numbers within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally			
Number Patterns	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 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 of numbers within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally	1. To be able to compare quantities up to 10 in different contexts 2. To be able to recognise when one quantity is greater than, less than or the same as the other quantity	1. Compare quantities 2. Greater than, less than, the same as	• Introduce the language of: smaller than, fewer than, less than, bigger than, more than, greater than • Sorting Circles and Counters • Visual Images – comparing number quantities • Greater than, Less than, Equal to symbols • Number Block Flip Cards

Composition	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 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 of numbers within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally	1. To be able to subtract one number from another within 9 using concrete objects	1. Subtract one number from another	• One less • Use vocabulary relating to subtraction • Tens Frame and concrete counting objects • Subtraction Stories • Number cards • – and = signs to build number sentences
Composition	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 and some number bonds to 10, including double facts Numerical Patterns:	1. To verbally count to 20 2. To be able to count with 1:1 correspondence 10 objects 3. To be able to count from a larger group 4. To understand that by adding one more to a set of objects the cardinal number changes 5. To be able recognise the abstract number 10 6. To begin to understand the composition of number 10	1. Verbally count to 20 2. 1:1 correspondence to 10 3. Count from a larger group 4. One more than 5. Recognise abstract number 10 6. Composition of 10	• Concrete Cubes (coloured like the number blocks) • Number Blocks Series 2 – Episode 5 Introducing 10 • Number Blocks Series 2 – Episode 13 Blast Off! (Number Bonds that total 10) • Oxford Owl – Ten Fishes in the Sea • Tens Frame and Concrete objects to 10 • Switch numbers within number sentences

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Shape and Space	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 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 of numbers within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally	1. To be able to show increasing intentionality when selecting shapes for construction 2. To be able to use specific language when describing 2D/ 3D shapes such as; curvedness, number of sides and corners, or edges, faces, vertices, equal sides, parallel sides, 2D shapes as faces of 3D shapes 3. To be able to name simple 2D shapes and understand they can be orientated in different ways	1. Select shapes for a purpose 2. Recognise 2-D and 3-D shapes 3. Name 2-D and 3-D shapes	• Printing with 3D shapes to explore the footprint of shapes • Construction games – exploring shapes for a specific purpose • Shape Explosion • Pictorial 2D and concrete 3D shapes • Pattern Blocks

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Summer Term				
Composition	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 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 of numbers within numbers up to 10, including evens and odds,	1. To verbally count to 20 and beyond 2. To be able to have a deep understanding of numbers to 10, including the composition of each number 3. To be able to use mathematical graphics to represent number sentences	1. Verbal counting beyond 20 2. Composition of numbers to 10 3. Mathematical graphics as number sentences	• Book – 'One is a Snail' • Mathematical Graphics • Individual images from the story • Written Number sentences using the correct signs • Numbers 1-10 • Number bonds for numbers within 10 • Count objects • Addition

	double facts and how quantities can be distributed equally			
Composition	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 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 of numbers within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally	1. To verbally count to 20 and beyond 2. To be able to independently use addition methods to find number facts for each of the numbers 6, 7, 8, 9, and 10 3. To be able to automatically recall number bonds for number 5 and some to 10	1. Verbal counting to 20 2. Using tens frames and part-part whole models as addition methods 3. Number bonds to 5 and to 10	• Concrete Cubes (coloured like the number blocks) • Number Blocks Series 2 – Episode 13 Blast Off! (Number Bonds that total 10) • Oxford Owl – Ten Fishes in the Sea • Tens Frame and Concrete objects to 10 • Switch numbers within number sentences • Number Cards and + = symbols for support • Whiteboards and Pens • Oral recall of number facts (number bonds) within 10
Composition	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	1. To be able to subtract one number from another within 9 using concrete objects	1. Subtract within 9	• One less • Use vocabulary relating to subtraction • Tens Frame and concrete counting objects • Subtraction Stories • Number cards • – and = signs to build number sentences

	to 5 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 of numbers within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally			
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	to 10, including evens and odds, double facts and how quantities can be distributed equally			
Pattern	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 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 of numbers within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally	1. To be able to copy a given pattern of AB and explain how it is made 2. To be able to continue a given pattern of AB and explain how it is made 3. To be able to create a specified pattern of two 4. To be able to create their own AB pattern using a range of concrete objects and explain the rule for the pattern 5. To be able to spot and correct mistakes made by the teacher 6. To be able to make patterns with more complex structures such as ABC, AAB, ABB, ABBC, AABB etc 7. To be able to solve problems relating to pattern 8. To be able to symbolise a pattern	1. Copy units of repeating pattern 2. Identify units of repeating pattern 3. Create own pattern rules 4. Explore own pattern rules 5. Explore and identify error in pattern 6. Create complex pattern rules 7. Solve pattern problems 8. Symbolise pattern	• Concrete objects to use for creating patterns • Number Blocks – Pattern Palace • Own bodies to create patterns i.e. clap, stamp, clap, stamp • Coloured counters • Tracks • Rotating pattern around a circle • Pattern that turns a corner • Triangle pattern – Can you grown the pattern? • Spotting pattern in the environment • Exploring patterns in stories
Shape and Space	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	1. To be able to name simple 2D shapes 2. To be able to spot shapes within shapes 3. To be able to predict what shapes we will see if some shapes are folded or if shapes are combined 4. To be able to name 3D shapes and recognise their properties	1. Name 2-D shapes 2. Find 2-D shapes within 3-D shapes 3. Use 3-D shapes for tasks 4. Identify and name 3-D shapes	• Shape Explosion • Pictorial 2D and concrete 3D shapes • Pattern Blocks • Feely Bags • 3D shape song

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	to 10, including evens and odds, double facts and how quantities can be distributed equally			