

## Year R Long Term Maths Plan 2024-2025

	Week 1 - 2 (Part Time) Baseline assessments	Week 3- 8	Week 9- 14	Week 14-16
<b>Autumn</b>	<b>Number</b> Number Songs Recognising number cards 0-5 Matching and sorting objects	<b>Number</b> Comparing 1, 2 and 3 (subitising) Composition and representation of 1, 2 and 3 One more up to 5 One less up to 5	<b>Number</b> Comparing 4 and 5 (subitising) Composition and representation 4 and 5  <b>Shape</b> Circles and Triangles	<b>Number</b> One more up to 5 One less up to 5
	Week 1-3	Week 4-6	Week 7-9	Week 10-14
<b>Spring</b>	<b>Number</b> Introducing 0 within 5 Subitising 0-5 Combining two groups to make 5 number bond focus  <b>Measure</b> Capacity and Mass	<b>Number</b> Composition and representation of numbers 6, 7, 8 One more/one less within 6, 7, 8	<b>Number</b> Composition and representation of 9 and 10 Comparing numbers to 10 (subitising)  <b>Measure, shape and spatial thinking</b> Length and height Time and ordering events	<b>Number</b> 1 more 1 less to 10 Bonds to 5/10 Addition and Subtraction to 10
	Week 1-5	Week 6-9	Week 10-14	
<b>Summer</b>	<b>Number</b> Find my pattern- doubling Odd and Evens Counting beyond 20 First, then, now stories (adding/taking away 2 numbers) Find my pattern - sharing	<b>Number</b> Find my pattern - grouping Recap doubles Recap Odd and Evens	<b>Number</b> Addition and subtraction to 20 using number lines/part whole models  <b>Measure, shape and spatial thinking</b> Squares and Rectangles Repeating patterns Positional language	

ELG: Number 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: Numerical Patterns Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system; (daily counting - threads throughout learning)
- 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.

Measure, shape and spatial thinking

