

EYFS Maths
Planning for Progression
Spring 1

Wk	Topic	Curriculum Objective	Challenge
1 (11)	Number and place value	Recite numbers to 20. Conserve numbers up to 10. Subitise; recognise how many without counting. Recognise numerals to 20. Count up to 20 objects in a set. Estimate a set of objects, sounds, actions or images up to 20. Say whether there are more or less than a given number in a set of up to 20 objects. Compare and order numbers to 20. Begin to understand that teen	This week the children return to counting. They count to 100 and compare and order numbers to 20. An opportunity to check that children can subitise numbers to 6 and that everyone understands conservation of number. Children estimate numbers of objects and images and begin to understand that teen numbers are 10 plus some more.
2 (12)	Problem solving, reasoning and algebra	Recognise and continue a repeating pattern using objects, sounds, actions or colours. Recognise and continue a repeating pattern using images or shapes. Recognise line symmetry in images and simple patterns. Count in 2s from 0 to 20 and begin to recognise the pattern. Begin to recognise even and odd	Children play with, explore and identify patterns, including line symmetry in images and simple shapes. They create and extend repeating patterns involving two, three and four items, including images and objects. They identify simple linear patterns. Children recognise and identify odd and even numbers and count in 2s from an even number.

<p>3 (13)</p>	<p>Number and place value Mental addition and subtraction Mental multiplication and division</p>	<p>Count up to ten objects from a set. Conserve numbers up to 10. Read simple number sentences that use + and = signs. Partition a set of ten objects into two sets in a practical context. Begin to double numbers up to 5, using objects and fingers. Recognise the doubles to 10 as even numbers. Begin to halve even numbers to 10; Halve one or three biscuits, seeing that we need to break one in half. Double numbers to 5. Halve even numbers to 10</p>	<p>Children will begin to partition sets of ten objects and learn the number pairs to 10. They will use dinosaurs to count and match objects to number sentences, beginning to use the language 'add', 'more than', 'equals'. Children will also use practical activities and objects to double; they will read doubling stories. Children will be introduced to halving and have a teddy bears' picnic where everything is shared in half!</p>
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4 (14)	Geometry: properties of shapes; Measurement	<p>Begin to identify the properties of common 3D shapes.</p> <p>Recognise and name common 3D shapes.</p> <p>Recognise, understand and know the four seasons.</p> <p>Recognise key months (festivals, birthdays)</p> <p>Begin to learn the months of the year and recite these in order.</p> <p>Recognise units of time: seconds, 4minutes, hours, days, weeks (fortnight), months, years.</p>	<p>Children learn how we can time events, and the fact that some events take longer than others. Gradually they improve their understanding of how time is measured, and recognise units of time: seconds, minutes, hours, days, months and years. They recognise and identify common 3D shapes learning to name cubes, spheres, cuboids, cones, pyramids and cylinders. They start to describe the properties of these 3D shapes, including the 2D shapes of their flat faces.</p>
5 (15)	Measurement	<p>Use and understand the language of length: long, short, longer, taller etc.</p> <p>Use and understand the language of weight: heavy, light, heavier, lighter etc. Compare two weights using direct comparison.</p> <p>Compare two and then three lengths or heights to establish the order from longest to shortest.</p> <p>Measure a length or height using uniform non-standard units (cubes, building bricks, crayons)</p> <p>Measure a weight using uniform non-standard units (large marbles, conkers)</p>	<p>Children explore lengths, heights and weights, learning to compare each of these, using direct comparison. Children lay lengths alongside each other, understanding the need for a baseline, and do the same with three items of different heights. They then learn to measure a length or height using a non-standard uniform unit, such as a crayon or footprint. Children compare items of the same size but different weight using balances and then measure these using uniform non-standard units such as conkers or pebbles.</p>
6	Consolidate and Assess		