



Maths Early Years	Long Term Planning		St Paul's Catholic Primary
	TERM 1	TERM 2	TERM 3
<p><b>Pre school 2- 3 years maths</b></p>	<p>I use some language of quantities, such as 'more' and 'a lot' and 'same'.</p> <p>I can take part in finger rhymes with numbers.</p> <p>I explore capacity concepts during play.</p>	<p>I can count in everyday contexts, sometimes skipping numbers.</p> <p>I can complete simple puzzles and jigsaws.</p> <p>I realise not only objects, but anything can be counted, including steps, claps or jumps.</p> <p>I use some number names and number language spontaneously.</p>	<p>I can make some comparisons between quantities.</p> <p>I know that a group of things changes in quantity when something is added or taken away.</p> <p>I can compare size and weight using gestures and some key language.</p> <p>I am beginning to have an awareness of one to one correspondence by touch counting, but not always saying the right number name in the right order.</p> <p>I notice patterns in the environment.</p>
<p><b>Pre school 3-4 years maths</b></p>	<p>I can recite number names with the intention of counting but they aren't always in the correct order.</p> <p>I understand the concept of first and second by telling you who the winner is after racing cars etc.</p> <p>I verbally count to ten with some correspondence with objects.</p> <p>I can make comparisons between objects related to size, weight, length and capacity.</p> <p>I can explore shape for different purposes.</p> <p>I can copy an ABAB pattern.</p>	<p>I can count (up to 5) accurately using 1:1 correspondence when the objects are similar and placed in a line.</p> <p>I can match similar items of the same quantity e.g. 4 cups of 4 saucers.</p> <p>I know that the last number reached when counting a set of objects tells me how many there are in total.</p> <p>I have fast recognition of up to three objects.</p> <p>I can name some 2D and 3D shapes e.g. circle, triangle, square, rectangle, cube, cone.</p> <p>I can extend an ABAB pattern.</p>	<p>I instantly recognise collections up to 4 when briefly shown and verbally name the number of items.</p> <p>I recognise numerals of personal significance.</p> <p>I can compare quantities using language more than and fewer than.</p> <p>I can use my fingers to show up to 5.</p> <p>I can talk about properties of and explore 2D and 3D shapes e.g. sides, corners, straight, flat, round.</p> <p>I can describe a familiar route and use some positional language.</p>

			<p>I can correct a mistake in an ABAB pattern.</p> <p>I can use common language related to time e.g. first, then, yesterday, today, tomorrow.</p>
<p><b>Reception 4-5 years Number and numerical pattern</b></p>	<p>I can represent, sort and match amounts and numerals to 5.</p> <p>I can subitise to 5.</p> <p>I can find 1 more and 1 less within 5.</p> <p>I can compare different sets of objects and say whether they are the same or different.</p> <p>Play games which involve counting.</p>	<p>I can understand and represent the concept of 0.</p> <p>I can share equal and unequal groups of items.</p> <p>I can recall number bonds to 5 and then 10.</p> <p>I can identify missing amounts when given a quantity.</p> <p>I can compose, represent, sort and match within 10.</p> <p>I can identify 1 more and 1 less within 10.</p> <p>I can make amounts up to a given quantity by adding more.</p> <p>I can order numerals to 10.</p> <p>I can count on and back within 10.</p>	<p>I can represent numbers to 20 using different practical materials.</p> <p>I can match amounts within 20 to the correct numeral.</p> <p>I can use a 10s frame to make amounts within 20.</p> <p>I can estimate amounts using language more and less to compare.</p> <p>I can solve simple addition and subtraction problems within 10.</p> <p>I can identify missing quantities within 20.</p> <p>I can order numerals to 20.</p> <p>I can count on from a given number within 20.</p> <p>I can recall doubles within 10.</p> <p>I can share amounts within 20.</p> <p>I can count in 2s.</p> <p>I can identify odd and even numbers.</p>
<p><b>Reception 4-5 years shape, space and measure</b></p>	<p>I can identify and use shapes for a purpose including square, circle, triangle and rectangle.</p> <p>I can sequence events from my personal experiences.</p> <p>I can use positional language to direct another person.</p> <p>I can compare height, weight, length and size using appropriate vocabulary.</p>	<p>I can use comparative in relation to mass, height and length.</p> <p>I can order the days of the week verbally.</p> <p>I can identify 3D shapes by their properties.</p> <p>I can create and continue AAB patterns.</p>	<p>I can orientate 2D and 3D shapes to create different representations.</p> <p>I can estimate in relation to capacity.</p> <p>I can rotate spin and flip 2D shapes to create different patterns.</p>

	I can spot a mistake in a pre made pattern.		
--	---	--	--

### ELG:

#### 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 (including subtraction facts) 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 within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.