

## West Ashton C of E Primary School and Nursery Long Term EYFS Planning for **Mathematics**



Long Term Plans celebrate the learning opportunities that we offer children on a continuous basis. They form the foundation for the daily learning opportunities of our Early Years Foundation Stage curriculum. We observe children in order to understand and consider their current interests, development and learning. We then respond by adding additional enhanced provision and focussed experiences, to enrich the learning experiences on offer for children.

### **Key learning opportunities offered in this area of provision including the Characteristics of Effective Learning and EYFS aspects of learning and development**

**Playing and Exploring:** Realise that their actions have an effect on the world. Make choices and explore different resources and materials. Plan and think ahead. Guide their own thinking and actions during play. Make independent choices. Bring their own interests and fascinations into the setting. Respond to new experiences.

**Active Learning:** Participate in routines. Show goal-directed behaviour. Use a range of strategies to reach a goal. Begin to correct their mistakes themselves. Keep on trying when things are difficult.

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**Creating and Thinking Critically:** Take part in simple pretend play. Review their own progress and solve real problems. Use pretend play to think beyond the 'here and now' and to understand another perspective. Come up with own ideas and make links between ideas. Concentrate on achieving something that is important to them. Begin to control their attention and ignore distractions.

**Prime Areas:** Personal, Social and Emotional Development, Physical Development, Communication and Language

**Specific Areas:** Literacy, Mathematics, Understanding the World, Expressive Arts and Design

**Key aspects promoted:** Mathematics

Learning experiences. Some of the things that children may do...	Adult response to support children's learning...
<p><b>PSED:</b> Persist with new challenges, showing engagement and involvement Show a positive attitude to solving problems</p> <p><b>Communication and Language:</b> Children will enhance their vocabulary through play-based activities as they observe shape, size, space, position and quantity; for example children will find objects from positional/ directional clues and will discuss which shapes should be chosen as they collaborate on constructions. Learn number rhymes and extend number language such as more, less, altogether, the same, equals, greater, smaller. Have hands on experience of sorting, classifying, counting, subitising and ordering a range of objects and use appropriate descriptive language.</p> <p><b>Mathematics:</b> Learn and enjoy number rhymes using props, books, objects and rhythmic activities. Children will look at high quality books involving number concepts to develop their understanding. Children's willingness and interest in counting, subitising, classifying, sorting and problem solving will develop through play-based activities and during practical activities. Children will begin to develop clear counting skills and with praise, practice and reinforcement will learn to count in correct sequence; 1-3, 1-5, 1-10 and then beyond 10. Children will use some number names in play and through accurate assessment and support will develop accuracy and confidence. Children will match, sort, make arrangements of objects; make comments and explore problems and devise solutions- such as in classifying tasks.</p>	<p>Praise, encourage and show interest in children's ideas and fascinations. Provide a range of equipment which enable children to develop their ideas with satisfaction. Anticipate and provide what they might need to represent their ideas. Support, supervise and interact sensitively as children develop their awareness of others space and their social communication skills. "How shall we decide?" Be aware that this is an area where collaborations and higher level shared learning occurs, so work with the children to develop this as part of the culture. Observe what the children are doing and interact sensitively. Provide resources that are attractive and easily accessible for children. Follow children's interests by providing appropriate books, rhymes and interactive displays. Enhance all provision areas including outdoors by providing numerical challenges and books, which support their developing knowledge and understanding. Model and support the children with counting, classifying, sorting and problem solving together. Ask questions to engage their involvement "How many are there altogether? How many are there now?" Notice number, shape, space and measure opportunities in books and encourage children to join in, though offering sensitive comments and questions. Model strategies for counting objects by making arrays naming and pointing at one object at a time.</p>

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<p>Children will become familiar with numerical representations through number lines and practical resources, which engage their interests.</p> <p>Children will sort objects by one function for example colours, size, function; for example sorting out compare bears onto cards into colour groups.</p> <p>Begin to classify and arrange objects</p> <p>Begin to make comparisons between quantities e.g. when there are lots of apples but only one piece of orange at the snack table</p> <p>Understand that quantities can change by adding or taking objects away e.g. when they take a piece of apple</p> <p>Compare groups of objects e.g. put 2 plates out in the home corner for 2 people</p> <p>Show an interest in number problems e.g. sorting out how many chairs to put on the role play bus so that everyone has a seat</p> <p>Separate a group of objects in different ways and begin to recognise the total remains the same, e.g. when singing number rhymes</p> <p>Find the total number of two groups by counting all of them e.g. knowing that they can count the pieces of apples and orange to find out how many pieces of fruit altogether</p> <p>Begin to understand 'one more' and what happens to a group when one more object is added</p> <p>Begin to count in 2s e.g. when counting pairs of socks</p> <p>Begin to represent numerals by writing numbers or symbolic representations, such as series of dots or stripes.</p>	<p>Encourage the use of attractive interactive displays and props to generate enthusiasm and enjoyment of number rhymes.</p> <p>Respond to children's questions and interests.</p> <p>Explain the importance of developing early number concepts through everyday play and practical activities to parents through informal contact, meetings and written information.</p> <p>Teach children how to care for resources and look after the number area.</p> <p>Provide an interesting range of objects for children to explore, arrange and classify.</p> <p>Talk with children about everyday problems e.g. how to take a lid off a box; how to check that everyone has a cup.</p> <p>Maximise opportunities for calculation during tidying and collecting resources e.g. finding 'one more'; checking how many more objects need to be found to make 4.</p> <p>Provide and play games relating to number order, addition and subtraction e.g. hopscotch, bean bags in hoops, etc.</p> <p>Use props to maximise opportunities for number order, addition and subtraction when singing number rhymes</p> <p>Use mathematical language and model problem solving during everyday activities e.g. mealtimes, snack, within areas of provision</p> <p>Show an interest in how children work things out and record these in observations.</p> <p>Provide opportunities for ordering numbers in practical contexts</p> <p>Have regular planned mathematics input during group times, number chanting, group singing, songs using props, activities that involve using whole body- such as counting out a given number of body movements</p> <p>Have regularly planned focus experiences, to review where children's learning is and to move them onwards.</p>
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