

EYFS maths planning Spring term 1



Children know how to:	Resources linked to unit	Assessment materials
<p>Phase 3- Alive in 5!</p> <p>Introducing Zero.</p> <p>Comparing numbers to 5.</p> <p>Composition of 4 and 5.</p> <p>Compare mass and capacity.</p>	<ul style="list-style-type: none"> ● Stories and rhymes- None the Number, Alice the camel, 10 in the bed, Zero is the leaves on the tree. Squash and Squeeze, Room on the Broom, The Ugly 5, I Spy Numbers, 5 Friends counting. Who Sank the Boat, The Blue Balloon, Balancing Act. ● Numberblocks Series 3 ● Picture representations of numbers ● Show me...What's in the case/ box? ● Outdoor games such as skittles, beanbags, hoops ● Small world- Cars, Role play café-pouring drinks etc ● Rhymes such as- 5 little monkeys swinging in the tree, 5 speckled frogs, there's a hole in my bucket ● Resources such as double sided counters. ● Number shapes with numicon ● loose parts ● Using snack time to arrange quantities such as does everyone have the same? Is it fair? ● Compare smaller quantities with larger quantities e.g 2 large balls take up more space than 3 small balls. ● Pebble towers- Construction towers 	<p style="text-align: center;">White Rose</p> <p style="text-align: center;">https://assets.whiterosemaths.com/resources-2022/early-years/autumn-block-2-just-like-me/Phase-1-Just-like-me.pdf</p> <p style="text-align: center;">NCETM- Early Years Progression Charts EYFS Development matters</p> <p style="text-align: center;">https://www.ncetm.org.uk/media/v51dhp3r/typical-progression-measures.pdf https://www.ncetm.org.uk/media/zpujdwv4/typical-progression-cardinality-and-counting.pdf</p> <p style="text-align: center;">Number blocks series 1 & 3 NCETM supporting materials</p> <p style="text-align: center;">https://www.ncetm.org.uk/classroom-resources/ey-numberblocks-series-1/ https://www.ncetm.org.uk/classroom-resources/ey-numberblocks-series-3/</p>

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	<ul style="list-style-type: none"> ● Human balance scales- Playdough and scales ● Post office weighing parcels, comparing size with weight. ● Making a rain gauge ● Film clips such as 'Mary Poppins' carpet bag ● Mud kitchen- measure out ingredients ● What can they fit in a matchbox? How many item 	

Children can...	CPA	Fluency	Extra resources	Areas of weakness	Vocabulary
<p>Number- Composition to 5 Understanding that all numbers are made of smaller numbers.</p> <p>Number- Compare amounts Counting: knowing the last number counted gives the total so far.</p> <p>Measure, shape and spatial thinking.</p>	<p>Dice</p> <p>Bead strings</p> <p>Numicon</p> <p>5 frames</p> <p>Unifix cubes</p> <p>Sand/ water play- jugs</p> <p>Small world- cars</p>	<p>Numbers to 5</p> <p>Compare to 5</p> <p>Composition of numbers up to 5.</p> <p>Activities to support fluency; https://nrich.maths.org/10823</p>	<p>List of books-</p> <p>None the Number</p> <p>Alice the camel</p> <p>10 in the bed</p> <p>Zero is the leaves on the tree.</p> <p>Squash and Squeeze</p> <p>Room on the Broom</p> <p>The Ugly 5</p> <p>I Spy Numbers,</p> <p>5 Friends counting.</p> <p>Who Sank the Boat,</p> <p>The Blue Balloon</p> <p>Balancing Act.</p> <p>Goldilocks and the 3 bears.</p>	<p>Some of the new Reception intake have had prolonged absences from preschool.</p> <p>It is likely that they may not be secure at 3- 4 years at the end of assessment in July 2023.</p> <p>Counting with 1-1 correspondence has always been a difficult concept to grasp on entry. Many children will rote count i.e 12345 they do not understand</p>	<p>Match- same/ different</p> <p>Sort- size/ colour</p> <p>Larger/ Bigger- too big</p> <p>More/ Fewer- less / The same amount.</p> <p>Tallest/ Shortest</p> <p>Heavy/ Light</p> <p>Shallow/ deep</p>

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<p>Comparing capacity and mass.</p>	<p>Playdough- scales and weighing</p> <p>Loose parts</p> <p>Cooking- measuring ingredients</p>		<p>https://ictgames.com/mobilePage/fatSausages/</p>  <p>Mary poppins-</p> <p>Scales/ weights/ capacity</p> 	<p>that a number has a Cardinal value.</p> <p>Spotting that there is an error but not being able to describe it.</p> <p>Identifying an error but not being able to correct it.</p> <p>Children not comparing the numerosity of the group and considering more in terms of size</p>	<p>Empty/ full</p> <p>Nothing there/ all gone</p>
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