

## EYFS Reception Maths Long Term Plan Summer Term

Consolidating key skills: Subitising, counting, composition, sorting and matching, comparing and ordering

| Week | White <br> Rose Block | Number <br> Focus |  <br> Measure Focus | Numberblocks <br> Links | Key Texts |
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| 1 | Phase 7- To <br> 20 and <br> Beyond | Counting to 11 <br> The eleven-ness <br> of 11 <br> Add to a number <br> by counting on <br> and take away <br> from a number by <br> counting back <br> Building numbers <br> beyond 10 | Introduce 11 o'clock | S4 Episode 6 (Eleven) | Daily focus/ <br> Enhancements Ideas |


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|  |  |  |  |  |  | Introduce the concept of 1 ten - make practically in different ways <br> Introduce 11 as 1 ten and 1 one - make practically and relate each digit to its place value. <br> Count forwards and backwards from different numbers <br> Use 2 dice and add on from the first dice <br> Number pattern to 20 <br> Match picture to numeral <br> 10 frame - fill to10 and beyond <br> Estimate group of objects <br> 10 frame subtraction |
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| 2 | $\begin{aligned} & \text { Phase } 7-\text { to } \\ & 20 \text { and } \\ & \text { Beyond } \end{aligned}$ | Counting to 12 The twelve-ness of 12 <br> Counting patterns beyond 10 | Introduce 12 o'clock | S4 Episode 7 (Twelve) |  | Introduce 12-Composition of 12 <br> Sorting to 12 <br> Composition of 12 <br> 10s frame, -matching numbers to 12,10 s frame, making pairs, subitise <br> Counting to 20 <br> Missing numbers 0-20 <br> Ordering numbers to 20 <br> Race to 20 game <br> Bingo with numbers to 20 <br> Spot the mistake to 20 |


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| 3 | Phase 7 - to 20 and Beyond | Counting to 13 <br> The thirteen-ness of 13 <br> Counting to 14 <br> The fourteenness of 14 | Spatial reasoning | S4 Episode 11 <br> (Thirteen) <br> S4 Episode 12 <br> (Fourteen) <br> (could introduce Ten's Place in prep for next week) |  | Introduce 13-Composition of 13/14 <br> Sorting to $13 / 14$ <br> Composition of $13 / 14$ <br> 10s frame, -matching numbers to $13 / 14$, 10s frame, making pairs, subitise <br> Counting to $13 / 14$ <br> The thirteen-ness of 13, fourteen-ness of 14 <br> Find my match wth shapes <br> Match and fill <br> Replicate the m,odel <br> Tangrams |
| 4 | Phase 8 First, then and now | Counting to 15 <br> The fifteen-ness of 15 <br> Adding more <br> Ordering numbers <br> Adding more (1) <br> Adding more (2) |  | S4 Episode 13 <br> (Fifteen) <br> S4 Episode 14 <br> (Tween Scenes) <br> S4 Episode 15 (Step <br> Squads) <br> S4 Episode 13 <br> (Fifteen) <br> S4 Episode 15 (Step Squads) | Mr Gumpy's outing | Introduce 15 as 1 ten and 5 ones. <br> Explain that is has an irregular name <br> (fifteen not fiveteen) <br> Recap the equals sign (balancing bridge) <br> Putting 3 number in order to 20 <br> Track game - counting on <br> Adding more to a number (1) <br> Adding more to an number (2) <br> First, then, now stories |


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|  |  |  |  |  | Pattern blocks |
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| 7 | Phase 9 Find my pattern | Counting to 18 <br> The eighteenness of 18 <br> Doubling - 'twice as many' <br> Spot the difference | S5 Episode 8 <br> (Eighteen) <br> Numberblocks S 2 Ep 8 Double Trouble | Double Trouble - Nrich This is the Story of Alison Hubble - Allan Ahlberg Two of Everything - Lilly Hong Double Dave - Sue Hendra Double the Ducks - Stuart J Murphy | Introduce 18 as 1 ten and 8 ones. <br> Recap the equals sign (balancing bridge) <br> Put 3 numbers in order, subitise, <br> composition of numbers <br> Doubling <br> Play snap or matching pairs games using pictorial playing cards or dot cards. <br> Building numbers using the pair wise patterns on 10 frames helps the children to see the doubles <br> Match my quantity - objects <br> Double dice game <br> Double barrier game <br> Spot the difference - on numberllines 0-20 |
| 8 | Phase 9 Find my pattern | Counting to 19 <br> The nineteen- <br> ness of 19 <br> Sharing and grouping | S5 Episode 10 (Nineteen) | The Doorbell rang - Pat Hutchins | Introduce 19 as 1 ten and 9 ones. <br> Recap the equals sign (balancing bridge) <br> Put 3 numbers in order, subitise, composition of numbers <br> Dots - what can you see? Subitising Sharing (1) <br> Teddy bears picnic - sharing loose parts ( plates etc) <br> Counter arrangements - grouping (1) |


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|  |  |  |  |  |  | Countier arrangements (2) |
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| 9 | Phase 9 Find my pattern | Counting to 20 <br> The twenty-ness of 20 <br> Even and odd | Places and models can be replicated and need to experience looking at these from different positions. <br> Positional language to describe where objects are in relation to other items | S5 Episode 11 (Twenty) <br> Numberblocks Series 2 Episode 11 Odds and Evens | One odd day | Introduce 20 as 2 tens and 0 ones. |
|  |  |  |  |  |  | Recap the equals sign (balancing bridge) Put 3 numbers in order, subitise, |
|  |  |  |  |  |  | Even and odd numbers |
|  |  |  |  |  |  | Grouping children or objects in to groups does everyone/object have a partner? |
|  |  |  |  |  |  | Exploring numicon odd and even numbers Explore if small quantities are odd or even |
|  |  |  |  |  |  | by sharing into 2 groups and by making pairs. Prompt them to recognise that |
|  |  |  |  |  |  | sometimes there is one left over. <br> Odd and even structure on the number |
|  |  |  |  |  |  | shapes and by building pair-wise patterns on the 10 frames. |
|  |  |  |  |  |  | Malke odd and even pictures |
|  |  |  |  |  |  | Beambag subtract from 10 <br> Beanbag subtract from 7 |
|  |  |  |  |  |  | Digging deeper - find half, making equal groups |
|  |  |  |  |  |  | Recreate the places they have visited e.g.walk in local areas, outdoors - describe where things are in relation to others |
|  |  |  |  |  |  | Arrange sets of objects in different ways add a barrier. |


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| 12 | Phase 10- <br> On the Move | Consolidate <br> numbers to 20 | Saptial Reasonong - <br> Making maps to <br> represent places |  | Litte Red Riding Hood | How many counters? Number bonds to 10 <br> Making maps from stories <br> Making maps - journeys to school <br> Making maps- obstacle course <br> X marks the spot <br> Designing mazes |
| 13 | Consolidation |  |  |  |  |  |
| 14 | Consolidation |  |  |  |  |  |

