

EYFS Autumn 1 Medium Term Plan

Development Matters objectives

To use some number names accurately in play.

To recite numbers in order to 10.

To know that numbers identify how many objects are in a set.

To use some number names and number language spontaneously.

To begin to represent numbers using fingers, marks on paper or pictures.

To sometimes match numeral and quantity correctly.

To compare two groups of objects, saying when they have the same number.

To separate a group of three or four objects in different ways, beginning to recognise that the total is still the same.

To show an interest in numerals in the environment.

To show an interest in representing numbers.

To realise not only objects, but anything can be counted, including steps, claps or jumps.

To show an interest in number problems.

<p>Weeks 1 to 3</p>	<p style="text-align: center;">Getting to Know You</p> <p>Opportunities for settling in, introducing areas of provision and getting to know children.</p>
<p>Week 4</p>	<p style="text-align: center;"><u>Number and Place Value</u></p> <p><u>Learning Intentions</u> To count and recognise numbers to 5 To see 3, 4 and 5 arranged in different ways To understand the final number is the total</p>
<p>Week 5</p>	<p style="text-align: center;"><u>Sorting</u></p> <p><u>Learning intentions</u> To sort on attributes To explore pattern To make simple patterns</p>

Week 6	<p style="text-align: center;"><u>Numbers and Place Value</u></p> <p><u>Learning Intentions</u> To know more and less To compare to groups of objects To say when they have the same number To know and understand numbers to 5 To know one more and one less To begin to understand different amounts to make 5</p>
Week 7	<p style="text-align: center;"><u>Change within 5</u></p> <p><u>Learning intentions</u> To know one more and one less</p>
	<p>Incidental Learning Time Shape, space and measure</p>

EYFS Autumn 2 Medium Plan

Development Matters objectives

To use some number names accurately in play.

To recite numbers in order to 10.

To know that numbers identify how many objects are in a set.

To use some number names and number language spontaneously.

To begin to represent numbers using fingers, marks on paper or pictures.

To sometimes match numeral and quantity correctly.

To compare two groups of objects, saying when they have the same number.

To separate a group of three or four objects in different ways, beginning to recognise that the total is still the same.

To show an interest in numerals in the environment.

To show an interest in representing numbers.

To realise not only objects, but anything can be counted, including steps, claps or jumps.

To show an interest in number problems.

To show an interest in shape and space by playing with shapes or making arrangements with objects.

To show an interest in shapes in the environment.

To begin to talk about shapes in everyday objects eg: 'round' and 'tall'.

To make direct comparisons.

To begin to use the language, taller than, shorter than.

To represent amounts in different ways.

Change within 5 - Addition and Subtraction

Week 1

Learning Intentions

To count out objects from larger groups.

To see 3, 4, and 5 arranged in different ways.

To understand the final number is the total.

To compare two groups of objects, saying when they have the same number, more or less.

Match and Sort - Comparing quantities

Week 2

Learning Intentions

To represent numbers with objects.

To compare using direct comparisons.

To compare quantities.

Week 3	<p style="text-align: center;"><u>Number and Place Value</u></p> <p><u>Learning Intentions</u> To compare amounts. To understand more and less. To make comparisons.</p>
Week 4	<p style="text-align: center;"><u>Shapes with 4 sides</u></p> <p><u>Learning Intentions</u> To know that squares and rectangles have 4 straight sides and 4 corners. To begin to recognise these shapes on everyday items inside and outside. To investigate the properties of shape.</p>
Week 5	<p style="text-align: center;"><u>Pattern</u></p> <p><u>Learning Intentions</u> To recognise, create and describe pattern. To use mathematical language to describe pattern. To use familiar objects and common shapes to create and recreate patterns and build models. To name 'flat' 2D shapes, and mathematical terms to describe 4 sided shapes. Shows an interest in shape and space by playing with shapes or making arrangements with objects.</p>
Week 6	<p style="text-align: center;"><u>Mass</u></p> <p><u>Learning Intentions</u> To use the language of heavy, heavier than, heaviest, light, lighter than, lightest to compare weight. To order items by their weight. I can use the language when comparing the weight of everyday objects. I can order two/three items by weight.</p>
	<p>Incidental Learning Time</p>

