

EYFS Summer 1 Medium Term Plan

Development Matters objectives

To recites numbers in order to 10.

To begin to explore number beyond 10.

To recognise quantities without counting. (subitise)

To have a deeper understanding of numbers up to 10.

To recall number facts such as doubling.

To explore and represent patterns within numbers up to 10, including evens and odds.

To use quantities and objects to add and subtract two single-digit numbers and count on or back to find the answer.

Early Learning Goals (ELG)

To solve problems, including doubling, halving and sharing. Early Learning Goals (ELG)

Weeks 1	<p style="text-align: center;"><u>Doubling</u></p> <p>Children will explore doubling numbers up to 10 in a range of ways. Children will understand the concept of doubling through concrete, visual objects and resources.</p> <p><u>Learning Intentions</u> To have a deeper understanding of numbers up to 10. To recall number facts, such as doubling. To solve problems, including doubling.</p>
Week 2	<p style="text-align: center;"><u>Halving</u></p> <p>Children will understand the concept of halve/halving through practical activities such as halving fruit. Children will be introduced to sharing by two ways with partners and in small groups.</p> <p><u>Learning Intentions</u> To solve problems, including halving.</p>
Week 3	<p style="text-align: center;"><u>Sharing</u></p> <p>Children will learn about sharing more than two ways.</p> <p><u>Learning intentions</u> To recall number facts, such as sharing. To solve problems, including sharing.</p>

<p>Week 4</p>	<p style="text-align: center;"><u>Exploring even numbers up to 10</u></p> <p>Children will learn about what makes a number even and how these numbers can be shared evenly.</p> <p><u>Learning Intentions</u> To have a deeper understanding of the numbers within 10. To explore and represent patterns within numbers up to 10, including even numbers.</p>
<p>Week 5</p>	<p style="text-align: center;"><u>Exploring odd numbers up to 10</u></p> <p>Children will learn about what makes a number odd and how these numbers can't be shared evenly.</p> <p><u>Learning intentions</u> To have a deeper understanding of the numbers within 10. To explore and represent patterns within numbers up to 10, including odd numbers.</p>
<p>Week 6</p>	<p style="text-align: center;"><u>Consolidation of skills</u></p> <p>Children will continue to practise and consolidate key skills from Spring 1 and Spring 2. Children will be provided regular opportunities to instantly recognise smaller and larger quantities.</p> <p><u>Learning intentions</u> To recites numbers in order to 10. To begin to explore number beyond 10. To knows that numbers identify how many objects are in a set. To compare two groups of objects, saying when they have the same number. To have a deep understanding of numbers to 10. To recognise quantities without counting(subitise).</p>
<p>Incidental Learning Estimation Time Shape, Space and Measure</p>	

EYFS Summer 2 Medium Plan

Development Matters objectives

To count objects to 10, and beginning to count beyond 10.

To recognise, create and describe patterns.

To explore characteristics of everyday objects and shapes and use mathematical language to describe them.

To verbally count beyond 20, recognising the pattern of the counting system **ELG (Early learning goals)**.

To count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number **ELG (Early learning goals)**.

Week 1

Building numbers beyond 10

Children will build and identify numbers up to 20 and beyond.

Children will use a range of shape tiles/numicon up to 20 to recognise patterns.

Children will explore what is the same and different.

Learning Intentions

Counts objects to 10, and beginning to count beyond 10.

Week 2

Building numbers beyond 10

Children will match pictorial representation and numerals.

Children will use ten's frames to play a range of games to build their understanding of numbers to 30.

Children will be given opportunities to estimate how many objects they have then use a 10's frame to confirm amount.

Learning Intentions

To verbally count beyond 20, recognising the pattern of the counting system.

<p>Week 3</p>	<p style="text-align: center;"><u>Counting patterns beyond 10</u></p> <p>Children will count forwards and back with different starting points. Children to use a number track and 100 square to find larger numbers. Children order number up to 20 and beyond, using pictorials and numeral cards. Children order in ascending and descending order.</p> <p><u>Learning Intentions</u> To count reliably with numbers from one to 20, place them in order.</p>
<p>Week 4</p>	<p style="text-align: center;"><u>Counting patterns beyond 10</u></p> <p>Children will take part in a range of missing number game and tower blocks up to 20. Children will be encouraged to make the missing tower with the correct number of blocks. Children will play a range of bingo games, races to 20 on a number track and snakes and ladders to extend their learning with numbers beyond 10.</p> <p><u>Learning Intentions</u> To verbally count beyond 20, recognising the pattern of the counting system.</p>
<p>Week 5</p>	<p><u>Transition</u></p>
<p>Week 6</p>	<p style="text-align: center;"><u>Digging Deeper to 100</u></p> <p>Children will be encouraged to guess which sets have exactly 100 items. Children will investigate a range of ways to make 100 such as travelling 100 steps, making paper chain links to 100 and/or tower of 100 cubes.</p> <p><u>Learning Intentions</u> To verbally count beyond 20, recognising the pattern of the counting system.</p>

<p>Week 7</p>	<p style="text-align: center;"><u>Spatial reasoning</u></p> <p>Children will be given opportunities to complete more complex jigsaws puzzles. Children will explain why they have chosen particular shapes. Children will mirror example shapes and patterns by making the same arrangements. Children will learn more complex shapes by taking part in various role-plays such as a shape shop.</p> <p><u>Learning intentions</u> To recognise, create and describe patterns. To explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>
	<p>Incidental Learning Time Shape , Space and Measure</p>