

EYFS Maths LTP-
Based on Mastering Number

	Subitising	Cardinality, Ordinality and Counting	Composition	Comparison	Extra elements to cover over and above ELGs
Autumn 1					
Nursery	Baseline and Number rhymes (Number rhymes in different ways, nursery rhyme hats, using props/puppets etc)				
Reception	Subitise to 3 and 4	1: 1 counting Understanding cardinality	Building numbers out of 1s. Make own numbers to 4	Understand that sets can be compared based on a range of attributes. Use more than and fewer than.	Circles and Triangles Spatial Awareness Positional language
Autumn 2					
Nursery	Subitise to 1 (1 in different ways, 1 and not 1, finding 1 object for a purpose, making own collections of 1, sorting collections into 1s)	Link numeral 1 to 1 object	Making 1 of things e.g. balls of playdough, draw one line, stick 1 of something, stamp 1 of something, stomp once, clap once, make 1 sound etc.	Compare amounts using lots/more/same. (E.g. adding bricks to a tower and saying more)	Explore properties of 2D and 3D shapes (e.g. it rolls, sharp corner, pointy corner, we need a piece with a straight edge) Name and identify a circle (Not discussing properties)
Reception	Subitise within 5	Cardinality of 5 (using fingers/dice patterns) Recognise numerals	Wholes and Parts Composition of numbers to 5	Compare by looking, subitising and matching.	Shapes with 4 sides (squares/rectangles) Talk about properties Recognise shape of everyday items Build own shapes

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Spring 1					
Nursery	Subitise to 2 (2 in different ways, 2 and not 2, finding 2 objects for a purpose, making own collections of 2, sorting collections into 2s)	Link numerals and amounts, for example, showing the right number of objects to match the numeral, up to 2.	Making numbers to 2 out of 1s. (Doesn't need to be same objects)	Compare amounts using less/same. (E.g. taking objects away and having less)	Name and identify a triangle and a square (Not discussing properties)
Reception	Subitise within 5, exploring patterns, showing 1 more	Verbal counting to 20 and beyond. Cardinality of numbers between 5 and 10	Composition of 5- find missing/hidden parts Composition of 6- symmetrical patterns. Numbers within 10 seen as 5 and a bit	Compare using language of comparison- play games. Making equal and unequal sets.	Compare Mass Direct comparison Balance scales Vocab-heavier, heavier than, heaviest. Light, lighter than and lightest
Spring 2					
Nursery	Subitise to 3 (In different ways- dot patterns, real objects, fingers etc Odd one out as challenge) (3 in different ways, 3 and not 3, finding 3 objects for a purpose, making own collections of 3, sorting collections into 3s)	Link numerals and amounts, for example, showing the right number of objects to match the numeral, up to 3.	Making numbers to 3 out of 1s. (Doesn't need to be same objects)	Comparison of size- Big/small	Positional language (Under, in front of, behind, in , on, up, down, besides, between)
Reception	Symmetrical patterns- linked to doubles	Cardinality of numbers within 10- larger numbers Counting patterns beyond 20	Odd and even numbers Evens numbers/ doubles link Composition within 10	Compare numbers and reason about which is more.	Compare Capacity Vocab- half full, nearly full, full and empty Direct comparisons and indirect comparisons

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Summer 1					
Nursery	Identifying numbers within a number (up to 3)	Link numerals and amounts, for example, showing the right number of objects to match the numeral, up to 5 (Development Matters) Verbal counting beyond 5 (Development Matters)	Building numbers out of 1s. Make own numbers to 4	Compare quantities. Use more than and fewer than.	Comparisons between objects based on size (weight)
Reception	1 more/doubles patterns Identifying same but different Subitising within 10	Verbal counting beyond 20- different starting numbers. Verbal and object counting	Explore the composition of 10	Order sets of objects linked to the ordinal number system.	Length and Height Use of mathematical language relating to measure Direct comparison Measure in non-standard units
Summer 2					
Nursery	Consolidation	Consolidation	Consolidation	Consolidation	AB Patterns
Reception	Consolidation	Consolidation	Consolidation	Consolidation	Sharing and Grouping Sharing Equally/Not able to share equally

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Done through the environment:

Nursery:

- Positional language
- Shape (through play)
- Capacity

Reception:

- Time (Daily routines)
- Spatial awareness/Positional language (Recap using vocabulary in Nursery- Under, in front of, behind, in , on, up, down, besides, between)
- Capacity