

Chilthorne Domer Church School Long Term EYFS Maths Overview

Area of Learning: Mathematics	Children in Reception 4 – 5 year olds Development Matters.	Children at the end of Reception. ELGs
	Children will: ★ Count objects, actions, and sounds. ★ Subitise. ★ Link the number symbol (numeral) with its cardinal number value. ★ Count beyond 10. ★ Compare numbers. ★ Understand the ‘one more than/one less than’ relationship between consecutive numbers. ★ Explore the composition of numbers to 10. ★ Automatically recall number bonds for 0 – 5 and some to 10. ★ Select, rotate and manipulate shapes to develop spatial reasoning skills. ★ Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. ★ Continue, copy and create repeating patterns. ★ Compare length, weight and capacity	Number: ★ Children will have a deep understanding of numbers to 10, including the composition of each number. ★ Children will subitise (recognise quantities without counting) to 5. ★ Children will automatically recall (without reference to rhymes, counting or other aids) number bonds to 5 (including subtraction facts) and some number bonds to 10, including double facts.
		Numerical Pattern: ★ Children will verbally count beyond 20, recognising the pattern of the counting system. ★ Children will compare quantities up to 10, in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. ★ Children will explore and represent patterns with numbers up to 10, including evens and odds, double facts and how quantities can be distributed.

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Autumn Term				
Week Beginning	Number Focus	Vocabulary	Specific Learning Intentions	Resources
6 th September 13 th September	Weeks 1 and 2	Children transition into school life and complete baseline assessments.		
20 th September	Introduce 0 and 1	Zero One Circle 1 penny 1 o'clock Number line	★ Recognise the numeral 1. ★ Understand the oneness of 1. ★ Introduce 1 Numicon. ★ Introduce 1 dot on a domino / dot card. ★ Introduce 1 counting object. ★ Introduce 1 stick / straw / stirrer. ★ Introduce 1 counting sound (pebble dropping in a bucket) ★ Introduce 1 Base 10. ★ Introduce 1 on a Rekenrek. ★ Introduce holding up 1 finger. ★ Introduce 1 on a dice. ★ Introduce 1 conker / pinecone on a 5 frame and a 10 frame. ★ Recognise a 1p coin. ★ Identify 1 on a clock. ★ Learn the number formation for 1. ★ Identify where numbers 0 and 1 are on the number line. ★ Know that a circle has 1 side.	Numberblocks Series1 Episode 1 'One'
20 th September	Introduce 2	Two Semi-circle Side Corner 2 pence 2 o'clock Number line	★ Recognise the numeral 2. ★ Know that 2 is one more than 1. ★ Show 1 and 2 on a number track and line. ★ Understand the twoness of 2: - Introduce 2 dots on a domino / dot card. - Introduce the Numicon plate 2. - Introduce 2 counting objects. - Introduce 2 counting sounds (pebbles dropping in a bucket) - Introduce 2 sticks. - Introduce 2 on a dice. - Introduce 2 Base 10 ones. - Introduce 2 on a Rekenrek.	Numberblocks Series1 Episode 2 'Another One' Numberblocks Powerpoint 'Another One' Numberblocks Series1 Episode 3 'Two'

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		Repeating Patterns	- Introduce holding up 2 fingers. - Introduce 3 on a number line. - Introduce 2 counters on a 5 frame and a 10 frame. ★ Recognise a 2p coin. Equivalent to 2 1p coins ★ Identify 2 on a clock. ★ Learn the number formation for 2. ★ Identify 2 on the numberline. ★ Know that $1 + 1 = 2$. Discuss 'double' 1. ★ Know that $2 - 1 = 1$. ★ Know that a semi-circle has 2 sides. ★ Introduce repeating patterns with 2 steps.	Numberblocks Powerpoint 'Two'
27 th September	Introduce 3	Three Triangle 3 pence 3 o'clock Number line Subitise	★ Recognise the numeral 3. ★ Understand the threeness of 3: - Introduce 3 dots on a domino / dot card. - Introduce the Numicon plate 3. - Introduce 3 counting objects. - Introduce 3 counting sounds (pebbles dropping in a bucket) - Introduce 3 on a dice. - Introduce 3 sticks. - Introduce 3 Base 10 ones. - Introduce holding up 3 fingers. - Introduce 3 on a Rekenrek. - Introduce 3 counters on a 5 frame and a 10 frame. - Introduce 3 on a number line. ★ Recognise that there is not a 3p coin and we need 1p+ 1p + 1p. ★ Know that 3 is one more than 2. ★ Know that 3 is two more than 1. ★ Know that $1 + 2$ or $2 + 1$ is 3. ★ Know that $3 - 1$ is 2 and $3 - 2$ is 1. ★ Identify 3 on a number line. ★ Identify 3 on a clock. ★ Learn the number formation for 3. ★ Know that a triangle has 3 sides and 3 corners. ★ Introduce and observe different triangles with 3 sides.	Numberblocks Series1 Episode 4 'Three'.

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4 th October	Consolidate, Comparison and Composition of 1,2,3	Subitise Order More Fewer Repeating Patterns	★ Count to 3 – forwards and backwards. ★ Count 3 objects from a larger set. ★ Begin to subitise 0, 1, 2 and 3. ★ Order the numerals 1 – 3, correctly. ★ Recognise the number of counting sounds (pebbles dropping in a bucket) ★ Sort objects and representations into 1, 2 and 3. ★ Compare sets of objects. Which has more? Which has fewer? Can you find a picture with more or fewer...? What comes next? ★ Understand the composition of 2 and 3 e.g. sharing animals between fields or the different ways you can place Unifix / Multilink Cubes together. ★ Understand that 3 is the largest quantity, 2 and 1 are less. ★ Begin to recognise 'hidden' amounts, using a feely bag, box or screen. ★ Begin to create 3 step repeating patterns.	Stories with '3' – The Three Bears and The Three Pigs. Numberblocks Series1 Episode 5 'One, Two, Three!'
11 th October	Introduce 4	Four Square Number Quadrilateral Addition Subtraction	★ Recognise the numeral 4. ★ Count out 4 objects from a larger group. ★ Begin to subitise 4. ★ Recognise 4 objects, and the different ways they can be positioned but still 4. ★ Count to 4, forwards and backwards. ★ Know that 4 is one more than 3. ★ Know that 4 is a square number. ★ Order the numbers to 4 from 0. ★ Identify 4 on a number line. ★ Identify 4 on the clock. ★ Introduce a range of quadrilaterals and name the most common shapes – square and rectangle. Also look at a rhombus. ★ Learn the formation for number 4. ★ Introduce addition and subtraction verbally when partitioning 4 into 3s, 2s and 1s. ★	Numberblocks Series 1 Episode 5 (Four) Series 1 Episode 8 Three Little Pigs.

Stem Sentences to Use:

'There are... objects'.
 'One more than... is...' '... is one more than...'
 'One less than... is...' '...is less than...'

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18 th October	Introduce 5		★ Recognise the numeral 5. ★ Count out 5 objects from a larger group. ★ How many different ways can 5 be arranged? ★ Subitise 5. ★ Count forwards and backwards to 5 – encourage to move objects into a 5 frame shape so that you instantly know the quantity and what is missing. ★ Recognise the coin 5p. Investigate the different ways you can make 5p, using 2ps and 1ps. ★ Introduce a pentagon. ★ Identify 5 on the clock. ★ Learn the formation for number 5.	Series 1 Episode 7 Five Series 1 Episode 9 Off We Go! Series 1 Episode 11 Stampolines
1 st November	Consolidate to 5.		★ Know that 5 is one more than 4. ★ Order the numbers 0 – 5. ★ Partition 5 in various ways using ‘add’ and ‘take away / subtract.’ ★ Introduce the part whole model practically. ★ Introduce bar modelling with Cuisenaire Rods. ★ Develop children’s confidence with recording – use informal methods with post it notes etc.	Series 1 Episode 10 How to Count Sing ‘5 Little Men in a Flying Saucer’, ‘5 Little Ducks’ and ‘5 Cheeky Monkeys’.
8 th November	Comparing Quantities of Identical Then Non Identical Objects		★ Recognise that the number of a group can be changed by adding to it or taking from it. ★ Compare quantities and use the terms more, less, fewer. ★ Introduce sharing different quantities to make it fair. How do we make it fair?	Series 1 Episode 14 Holes
15 th November	1 More / Less Introducing Taking Away		★ Say 1 more or 1 less to 5 without counting. ★ Relate taking 1 away to counting backwards.	Series 1 Episode 15 Hide and Seek Explore playing with the number bus.
22 nd November	Composition of Numbers to 5. Number Bonds to 5.		★ Explore partitioning a whole number into parts. ★ Recognise that even when partitioned, the total remains the same. ★ Number bonds to 5.	Series 1 Episode 12 The Whole of Me Series One Episode 13 The Terrible Twos

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29 th November	Assessment Week			
6 th December	Numerical Pattern		★ Sort objects based on colour / size / shape. ★ Investigate sorting the same objects in different ways. ★ Play 'Guess My Rule' with objects you have sorted. ★ Explore 2D shapes.	Read books: 'Circle' 'Square' 'Triangle' By Mac Barnett and Jon Klassen.
13 th December			★ Explore 3D shapes. ★ Sort 2D shapes. ★ Play 'Guess My Rule'.	
Stem Sentences to Use: 'There are... objects'. 'One more than... is...' '... is one more than...' 'One less than... is...' '...is less than...' '5 is the same as... and ...' '4 add 1 equals 5.' '5 take away 1 equals 4.'				

Spring Term				
Week Beginning	Number Focus	Vocabulary	Specific Learning Intentions	Resources
3 rd January (3 rd BH 4 th INSET)	Recap number 0 Number bonds to 5		★ Recap zero. ★ Zero is less than 1 and an absence of something e.g. holding up your hands, you will see 5 fingers and then when you hide them, there is 0. ★ Revisit numbers 1 – 5 (including totalling values and coin representations. ★ Link to 2D shapes with number of sides to 5 e.g. circle, semi-circle, triangle, square, rectangle and pentagon.) ★ Comparison of numbers to 5, using language 'greater than' and 'less than'.	Series 3 Episode 5 Zero. Series 3 Episode 1 Once upon a time Series 3 Episode 2 Blockzilla
10 th January	Number bonds to 5		★ Composition of 5. ★ Partitioning and combining 5 in different ways. ★ Composition of numbers to 5.	Series 3 Episdoe 3 The Numberblocks Express

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	Patterns in Numbers to 5		★ Exploring the part, part, whole model to partition and combine numbers to 5. ★ Pattern	Series 3 Episode 4 Fruit Salad Series 4 Episode 2 Pattern Palace
17 th January	Introduce 6 Understand the 'six-ness of 6'.		★ Introduce number 6. ★ Recognise number 6. ★ Counting objects accurately to 6. ★ Subitising 6 (on a dot pattern) ★ Introducing hexagons. ★ Number formation of 6. ★ Know that 6 is one more than 5. ★ Introducing 6 on a 10s frame. ★ Exploring different ways to represent 6. ★ Exploring equivalent ways to represent 6 using balances and Numicon for number bond evidence. ★ Partitioning 6 into equal groups. ★ Introduce 6 o'clock. ★ Factors of 6.	Series 2 Episode 1 Six Series 2 Episode 8 Counting Sheep Series 3 Episode 18 The Legend of Big Tum
24 th January	Introduce 7 Understand the 'seven-ness of 7'		★ Introduce number 7. ★ Recognise number 7. ★ Counting objects accurately to 7. ★ Subitise 7 – introduce the Number Sense 7 Tree. ★ Know that 7 is one more than 6. ★ Number formation of 7. ★ Introduce a heptagon. ★ Introduce 7 o'clock. ★ Begin to look at number bonds to 7.	Series 2 Episode 2 Seven Series 2 Episode 12 Fluffies
31 st January	Introduce 8 Understand the 'eight-ness of 8'		★ Introduce number 8. ★ Recognise number 8. ★ Subitise 8. ★ Know that 8 is one more than 7. ★ Number formation of 8. ★ Introduce 8 o'clock.	Series 2 Episode 3 Eight Series 2 Episode 9 Double Trouble

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			★ Introduce octagons. ★ Understand pairs of numbers that total 8. ★ Begin to look at doubling (1,2,4,8) and halving. ★ Partitioning 8 into equal groups.	Series 3 Episode 14 Octoblock to the the Rescue
7 th February	Introduce 9 Understand the 'nine-ness of 9'		★ Introduce number 9. ★ Recognise number 9. ★ Subitise number 9 – Introduce Number Sense 9 Square. ★ Number formation of 9. ★ Find 9 on a number line. ★ Introduce 9 o'clock. ★ Comparing length, using cubes 1-9. ★ Partitioning 9 into 3 equal groups. ★ Teach that partitioning is the inverse of combining. ★ Introduce nonagons.	Series 2 Episode 4 Nine Series 2 Episode 10 The Three Threes Series 4 Episode 5 The Wrong Number Series 4 Episode 1 Flatland
14 th February	Introduce 10 Understand the 'ten-ness of 10'		★ Introduce to 10. ★ Recognise number 10. ★ Subitise number 10. ★ Count objects to 10. ★ Find 10 on a number line. ★ Explain that 10 ones are equivalent to one 10. ★ Introduce 10 o'clock. ★ Introduce decagons. ★ Introduce 10p coin. ★ How many different ways can we make 10p? ★ Number formation to 10.	Series 2 Episode 5 Ten Series 2 Episode 6 Just add 1 Series 3 Episode 7 Numberblobs Read 'Ten Black Dots' by Donald Crews.
Stem Sentences: There are.... Objects' 'One more than is...' '... is one less than...' '8 is the same as... and....'				

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'double 1 is 2'				
28 th February	Consolidate numbers 6 – 10 Find one more and one less		★ Review numbers 6 to 10. ★ Add 1 ★ Subtract 1 ★ Create calculations using + and – with = ★ Counting forwards 1 to 10 ★ Counting backwards 10 to 1	Series 3 Episode 6 Now we are 6 to 10 Series 2 Episode 15 Ten Green Bottles Series 2 Episode 7 Blast off
7 th March	Introduce number bonds to 10 Combine two groups to find the whole. Using a ten frame and a part whole model to find number bonds to 10.		★ Introduce number bonds to 10. ★ Actively use part whole models and ten frames. ★ Introduce bar modelling. ★ Compare numbers within 10. ★ Build with blocks and explore space and pattern.	Series 2 Episode 14 Numberblock Castle Series 3 Episode 15 Ten Again Series 3 Episode 8 Building Blocks Series 4 Episode 4 Mirror, Mirror
14 th March	Comparing groups up to 10.		★ Comparison of number to 10 using the language of 'bigger than' and 'smaller than', which will lead to 'greater than' and 'less than'. ★ Begin to understand the symbols < and >. ★ Partitioning and combining numbers in different ways.	
Stem Sentences 'There are... objects' '1 plus 9 equals 10' '2 less than... is...' 'even numbers always have a friend' 'odd numbers always have one left out'				
21 st March	Assessment Week			
28 th March	Introduce to number 11.		★ Introduce 11.	Series 4 Episode 6 Eleven

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	Understand the 'eleven-ness of 11' Add to a number by counting on and take away from a number by counting back.		★ Explain that 11 is made from 1 ten and 1 one. Show practically using different ways of representing 11 e.g. bundles of sticks, Numicon, base ten and ten frames (using 2). ★ Use language eleven, ten-one, one ten one. ★ Find number 11 on a number line and introduce it on a 100 square. ★ Explain that 11 is one more than 10. ★ Number formation for 11 – each digit in it's own box. ★ Introduce 11 o'clock. ★ Count forwards and backwards from different numbers. ★ Use 2 dice and add on from the first dice. ★ Introduce number line for addition and subtraction.	
4 th April	Introduce to number 12. Understand the 'twelve-ness of 12' Doubling and Halving Sharing		★ Introduce 12. ★ Explain that 12 is created with 1 ten and 2 ones. ★ Use language twelve, ten-two, one ten two. ★ Explain place value mats. ★ Show practically using different ways of representing 12 e.g. bundles of sticks, Numicon, base ten and ten frames (using 2). ★ Find number 12 on a number line and introduce it on a 100 square. ★ Explain that twelve is 2 more than 10 and 1 more than 11. ★ Number formation of 12. ★ Introduce 12 o'clock. ★ Introduce arrays as columns and rows – making rectangle shapes. - Look at 12 as 3 lots of 4 - Look at 12 as 4 lots of 3 - Look at 12 as 2 lots of 6 - Look at 12 as 6 lots of 2 ★ Are any other numbers rectangular? ★ Is 4 a rectangular number? No but it is a quadrilateral. ★ Identify ways that 12 can be segmented into parts. ★ Use vocabulary 'add' and 'plus' to combine groups to make 12. ★ Do any of our lower single digit numbers double to 12? ★ Can we halve 12? Can we halve 11? ★ Sharing objects between 2, 3, 4, 5 people. How many will we get each?	Series 4 Episode 7 Twelve Series 4 Episode 10 Blockstar Series 4 Episode 8 The Way of the Rectangle Series 4 Episode 9 Ride the Rays

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Summer Term				
Week Beginning	Number Focus	Vocabulary	Specific Learning Intentions	Resources
25 th April	Introduce to number 13. Understand the 'thirteen-ness of 13' Introduce to number 14. Understand the 'fourteen-ness of 14'		★ Introduce 13. ★ Explain that 13 is created with 1 ten and 3 ones. ★ Explain it has an irregular name thirteen not threeteen. ★ Use language thirteen, ten-three, one ten three. ★ Show practically using different ways of representing 13 e.g. bundles of sticks, Numicon, base ten and ten frames (using 2). ★ ★ Find number 13 on a number line and introduce it on a 100 square. ★ Explain that thirteen is 3 more than 10 and 1 more than 12. ★ Number formation of 13. ★ Introduce 14. ★ Explain that 14 is created with 1 ten and 4 ones. ★ Explain that this has a regular name. ★ Use language fourteen, ten-four, one ten four. ★ Show practically using different ways of representing 14 e.g. bundles of sticks, Numicon, base ten and ten frames (using 2). ★ Find number 14 on a number line and introduce it on a 100 square. ★ Explain that fourteen is 4 more than 10 and 1 more than 13. ★ Number formation of 14. ★ What number doubles to make 14? ★ What happens if we halve 14? ★ Can we share 14 items between 2, 3, 4 or 5 people? How many do they get each?	Series 4 Episode 11 Thirteen Series 4 Episode 12 Fourteen
2 nd May (2 nd BH)	Introduce to number 15.		★ Introduce 15. ★ Explain that 15 is created with 1 ten and 5 ones. ★ Explain that this has an irregular name fifteen not fiveteen. ★ Use language fifteen, ten-five, one ten five.	Series 4 Episode 13 Fifteen

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	Understand the 'fifteen-ness of 15' Introduce to number 16. Understand the 'sixteen-ness of 16'		★ Find number 15 on a number line and introduce it on a 100 square. ★ Explain that fifteen is 5 more than 10 and 1 more than 14. ★ Number formation of 15. ★ Recap the equals signs as a 'balancing bridge'. ★ Introduce 16. ★ Explain that 16 is created with 1 ten and 6 ones. ★ Explain that this has a regular name sixteen. ★ Use language sixteen, ten-six, one ten six. ★ Find number 16 on a number line and introduce it on a 100 square. ★ Explain that sixteen is 6 more than 10 and 1 more than 15. ★ Number formation of 16. ★ Introduce 16 as a square number. Recap other square numbers – 4 and 9 (Number Sense image) ★ What do we need to double to get 16? ★ Can we halve 16? ★ Can we halve 15? ★ Can we share 16 and 15 objects between 2, 3, 4 or 5 people?	Series 4 Episode 14 (Tween Scenes) Series 4 Episode 15 Step Squads Series 5 Episode 1 Fifteen Minutes of Frame Series 5 Episode 2 On Your Head Series 5 Episode 3 Ten's Place Series 5 Episode 4 Balancing Bridge Series 5 Episode 5 Sixteen Series 5 Episode 6 Square Club
9 th May	Introduce to number 17. Understand the 'seventeen-ness of 17' Introduce to number 18.		★ Introduce 17. ★ Explain that 17 is created with 1 ten and 7 ones. ★ Explain that this has a regular name. ★ Use language seventeen, ten-seven, one ten seven. ★ Find number 17 on a number line and introduce it on a 100 square. ★ Explain that seventeen is 7 more than 10 and 1 more than 16. ★ Number formation of 17. ★ Introduce 18. ★ Explain that 18 is created with 1 ten and 8 ones. ★ Explain that this has a regular name.	Series 5 Episode 7 Seventeen Series 5 Episode 8 Eighteen Series 5 Episode 10 Nineteen Series 5 Episode 9 Loop the Loop

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	Understand the 'eighteen-ness of 18'		★ Use language eighteen, ten-eight, one ten eight. ★ Find number 18 on a number line and introduce it on a 100 square. ★ Explain that eighteen is 8 more than 10 and 1 more than 17. ★ Number formation of 18. ★ What do we need to double to get 18? ★ Can we halve 18? ★ Can we halve 17? ★ Can we share 17 and 18 objects between 2, 3, 4 or 5 people?	
16 th May	Introduce to number 19. Understand the 'nineteen-ness of 19' Introduce to number 20. Understand the 'twenty-ness of 20'		★ Introduce 19. ★ Explain that 19 is created with 1 ten and 9 ones. ★ Explain that this has a regular name. ★ Use language nineteen, ten-nine, one ten nine. ★ Find number 19 on a number line and introduce it on a 100 square. ★ Explain that nineteen is 9 more than 10 and 1 more than 18. ★ Number formation of 19. ★ Introduce 20. ★ Explain that it has 2 tens and no ones. ★ Where is 20 on the number line and on a 100 square? ★ What do we need to double to get 20? ★ Can we halve 20? ★ Can we halve 19? ★ Recap number bonds to 10. If we know this, what else do we know? Develop understanding of bonds to 20. ★ Addition and subtraction within 20.	Series 5 Episode 11 Twenty Series 5 Episode 14 I can count to 20 Series 5 Episode 12 Tall Stories Series 5 Episode 13 Flights of Fancy Series 5 Episode 15 Heist
23 rd May	Building numbers beyond 10		★ Develop children's confidence with building and identifying numbers to 20, using a range of resources. ★ Children MUST understand that larger numbers are composed of full 10s and parts of the next ten.	One Moose, 20 Mice Stella Blackstone
6 th June (6 th INSET)	Counting patterns beyond 10		★ Provide regular opportunities to count to 20 and back, stopping and starting from different points.	1 is a Snail, 10 is a crab

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			★ Develop understanding that the 1 represents a full ten e.g. 14 is one ten and part of the next one. ★ Find numbers larger or smaller than X. ★ Develop awareness of a number square.	April Sayre and Jeff Sayre One Ted Falls Out of Bed Julia Donaldson
13 th June	Spatial reasoning: match rotate and manipulate Doubling shapes Patterns and Relationships		★ Revisit knowledge of 2D shapes. ★ Observe what happens when you rotate shapes. ★ Will some shapes fit inside another shape? ★ Describe where one shape is compared to another. ★ Create shape pictures, using own ideas and outlines e.g. tangrams ★ Children understand that shapes can be combined and separated to make new shapes. ★ Investigate relationships between numbers and shapes. ★ Develop use of 'standard unit' for measuring.	Which One Doesn't Belong? Christopher Danielson
20 th June	Adding more		★ Develop understanding of 'adding more'. ★ Develop 'first, then, now' stories. ★ Practise counting on from a particular number, rather than starting at the beginning each time. ★ Use number lines and number tracks to 'add / jump on.'	WR Story Examples
27 th June	Taking away		★ Children use real objects to observe how a group can be changed by taking items away. ★ Create 'first, then and now' stories using mathematical stories. ★ Encourage children to count out all of the items at the start, take away the desired amount practically, and then subitise / recount the amount left. ★ Use number lines and number tracks to 'jump back'.	WR Story Examples
4 th July	Assessment Week			
11 th July	Spatial Reasoning		★ Children understand that we can make maps to represent places and identify relationship to others. ★ Use spatial awareness to read maps. ★ Create own maps.	Percy the Park Keeper: The Secret Path Nick Butterworth Once Upon a Time Map Book G Henessy

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				Me on the Map Joan Sweeney
18 th July	Deepening Understanding		★ Children need time and opportunities to engage in extended problem solving. ★ Develop critical thinking skills e.g. if there are 3 people in the boat, how many legs will there be? Can you show your understanding? ★ Link to stories. ★ Building in the construction area – who can build the largest bridge? Which one will be the strongest? How can we measure this?	Who sank the boat? Pamela Allan Billy's Bucket Kes Grey Harry and the Bucketful of Dinosaurs Ian Whybrow Mr Gumpy's Outing John Bunningham