



Foundation Stage 1 and 2  
Maths Long-Term Plan  
2024 – 2025




FS2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Autumn 1	EYFS Baseline Settling in Period		Intro to Maths routines	Comparing size, mass and capacity Exploring Pattern	Circles and Triangles Positional Language	Book 1 – Subitising 1 - 2	Book 2 – Subitising 1-3	
			Match, Sort and Compare		Talk about measures and patterns		It's me 1, 2 3	
Autumn 2	Shapes with 4 sides and puzzles	Time	Book 3 – Subitising 1-4	Book 3 – Subitising 1-4	Book 4 – Subitising 1-5	Book 4 – Subitising 1-5 (tens frames)	Compare Mass & Capacity	Length and Height
	It's me 1, 2 3	Circles and Triangles	1, 2, 3, 4, 5		Alive in five		Consolidate and Assess	
Spring 1	Book 5 – subitising 6-10	Book 6 – Partitioning 2	Book 7 – Partitioning 3.	Book 8 – partitioning 4	Book 9 – partitioning 5	Book 10 – Partitioning 10		
	Assessment Week	Mass and Capacity	Growing 6 7 8 9	Growing 6 7 8 9	Length, Height and Time	Length, Height and Time		
Spring 2	Book 10– Partitioning 10	Book 11 – Composition of 6-9	Book 11 – Composition of 6-9	Book 11 – Composition of 6-9	Book 11 – Composition of 6-9			
	Building 9 & 10			Explore 3D shapes				
Summer 1	Book 12 – Comparing numbers to 10	Book 12 – Comparing numbers to 10	Book 12 – Comparing numbers to 10	Book 13 – Patterns in odd and even numbers	Book 13 – Patterns in doubles	Book 13 – Equal Distribution		
	To 20 and beyond		How many now?	Manipulate, compose	Sharing and Grouping			

				and decompose			
Summer 2	Patterns in Numbers	Patterns in Numbers	Patterns in Numbers	EYFS Profile Assessment Week	Non - Number		Transition – Maths Routines
					Spatial Reasoning Visualise and Build	Spatial Mapping	
	Visuaise, build and Map			Assess	Make Connections		

FS1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Autumn 1  EYFS Mat	Settling in Period			Non – number		Reciting		
				<b>Match and Sort</b> Match two objects that are identical (same colour, item, shape, size, orientation)  Sort objects into two groups (by colour, item, shape, size)	<b>Patterns</b> Notice patterns and arrange things in patterns  Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.  Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc.	Recite numbers forwards from 1-5 Know that you can start reciting numbers from numbers other than 1 Join in with number rhymes that count forwards and know that some of the words in number rhymes are numbers.	Recite numbers backwards from 5-1 Know that you can start reciting numbers backwards from numbers other than 5. Join in with number rhymes that count backwards and know that some of the words in number rhymes are numbers.	2024-2025
Autumn 2	Non – number		Subitising and counting amounts				Non – number	
	<b>Name common 2-D shapes</b> Recognise and name a circle Select a circle from a selection of 2d shapes  Recognise and name a triangle (any shape with 3 sides) Select a triangle from a selection of 2d shapes  Recognise and name a square Select a square from a selection of 2d shapes	<b>Know that shapes can appear in different ways and be different sizes</b> Find pairs of shapes that are identical (same shape, size, orientation) Find pairs of shapes that are the same despite being different sizes Find pairs of shapes that are the same despite being in different orientations	Recognise numerals 1-5. Begin to form numbers 1-5 in messy play, mark making.	Subitise upto 3 objects.  React to changes of amount in a group of 3 items.	Develop one to one correspondence and understand cardinality (that the last number said is the number in the set).  Count up to 5 objects saying one number for each object.  Move objects as they are counted.	Understand that objects can be counted in any order and the amount will be the same.  Count upto 5 pictures marking each one off as they are counted.  Count upto 5 sounds or actions, keeping track of each as they are counted.	<b>Weight/Mass</b> Understand how to use balance scales  Explore what happens when two objects are placed on each side of a scale. Compare the weights of two objects using language heavy and light. Recognise that the weight of an object doesn't change when the items is moved.	<b>Capacity</b> Use the language of full, empty and half full to describe volume. Compare two identical containers holding different amounts saying which has more/less. Order two containers by volume. Compare the capacity of two containers by counting how many cups of liquid they hold. Order two containers by capacity based on cups they hold.
Spring 1	Comparing quantities				Non - Number			
	Understand and represent numbers using objects and pictorial representations to 5. Show finger numbers upto 5.	Compare different amounts upto 5 using the language of more or fewer.	Compare different amounts upto 5 using language more and fewer when the objects are different sizes and take up different amounts of surface space.		<b>Pattern</b> Continue an AB pattern Copy an AB pattern Create an AB pattern Spot and correct an error in an AB pattern			
Spring 2	More or Less					Non - Number		
	Check to see if two groups are equal and have the same amounts by matching objects on a one to one basis. Identify when two groups have equal	Using practical objects explore one more than numbers to 5.	Using practical objects explore one less than numbers to	Know that the quantity changes when something is added.  Understand that add means to combine quantities.	Convert two unequal groups into equal groups by adding more or taking away.	<b>Money</b> Understand that we need to pay for goods. In role play, exchange goods for coins. Understand that items have different prices.		

	amounts using the language 'same'			Combine two groups and count them all together to see how many there are.		Recognise that there are different coins. Identify and count 1p coins.	
Summer 1	<b>Non Number</b>		<b>Addition and Subtraction to 5</b>				
	<b>3D Shape</b> Recognise and name a sphere, a cube and a cone.	Recognise that some 3D shapes roll and some do not. Understand that some shapes such as cubes and cuboids are better for building.  Talk about shapes using mathematical language – straight, curved, round, flat, solid.	Partition a group of 3 or 4 in different ways.	Identify smaller numbers within a number (conceptual subitising)	Partition an amount up to 5 into two groups and understand that if you put two groups back together to make the same total.	Put the numerals 1 to 3 in order where all are given.	
Summer 2	<b>Numbers to 10.</b>			<b>EYFS Assessment Week</b>	<b>Non - Number</b>		
	Put the numerals 1-5 in order where all are given.	Recite numbers 1-10. Recite numbers from 1-10 from any number.	Recite numbers backwards from 10 -1 Recite numbers backwards from 10 – 1 from any given number,		<b>Position</b> Understand and use the language in, next to, on top, underneath, in front of, behind and next to.	<b>Direction</b> Use the directional language of up and down.  Understand and use the terms first, and last to describe position in a line.	<b>Transition – Maths Routines</b>

**FS1 Objectives taught through daily routines**

Time	Progression 		
<b>Know the names of the days of the week</b>	Join in with rhymes for the days of the week order	Know that some of the words in the days of the week rhymes are days	
<b>Understand and use language – before, after, yesterday, Use the word ‘after’, understanding today, tomorrow</b>	Use the word ‘before’, understanding that it refers to preceding a particular time or event.	Use the word ‘after’, understanding that it refers to following a particular time or event.	Use the word ‘today’, understanding that it refers to the current day.
<b>Use the language of comparison when talking about time, e.g. longer/shorter; faster/slower</b>	Understand that we can compare time durations using words such as ‘longer’ and ‘shorter’	Use the word ‘longer’ to compare two events, understanding that it refers to the event which takes more time	Use the word ‘shorter’ to compare two events, understanding that it refers to the event which takes less time
<b>Begin to measure time</b>	Count how many sleeps there are until an event such as a trip or Christmas. Understand that as the number gets less, this means that the event is sooner.	Experience specific time durations (seconds)- 1 second, 10 seconds, 30 seconds	
<b>Begin to tell the time</b>	Know that a clock tells us the time		