



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



Foundation Stage 2 Maths

FS2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Autumn Term 1	EYFS Baseline Settling in period		Intro to maths routines	Non - number		Number – Subitising quantities to 3		
				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 Term 2	Non - number		Number – Subitising quantities to 5				Non - number	
	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 and capacity	Length and height
	It's me 1, 2, 3	Circles and triangles	1, 2, 3, 4, 5		Shapes with 4 sides		Consolidate and assess	
Spring Term 1	Number – Enumerating between 6 and 10 items				Non - number			
	Book 5 Subitising 6-10	Book 5 Subitising 6-10	Counting out up to 10 items from a collection.		Time			
	Alive in 5		Mass and capacity	Growing 6,7,8				
Spring Term 2						Non - number		
		Book 8 Partitioning 4	Book 9 Partitioning 5	Book 10 Partitioning 10	Book 10 Partitioning 10	3D Shapes spatial awareness patterns		
	Length, height and time	Building 9 & 10			Explore 3D shapes			
Summer Term 1	Non - number		Composition of 6-9 and comparison of numbers to 10					
	Spatial reasoning Match, rotate and manipulate	Spatial reasoning Compose and decompose	Book 11 Composition of 6-9	Book 11 Composition of 6-9	Book 12 Comparing numbers to 10	Book 12 Comparing numbers to 10		
	To 20 and beyond		How many now?	Manipulate, compose and decompose	Sharing and grouping			
Summer Term 2	Patterns in numbers to 10			EYFS Profile Assessment Week	Non – number			
	Book 13 Patterns in odd and even numbers	Book 13 Patterns in doubles	Book 13 Equal distribution		Spatial reasoning Visualise and build	Spatial mapping	Transition Maths Routines	
	Visualise, build and map			Assess	Make connections			

Foundation Stage 1 Maths

FS1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Autumn Term 1	Settling in period or whole class maths sessions			Non – number		Reciting		
				Match and Sort Match two objects that are identical (same colour, item, shape, size, orientation) Sort objects into two groups (by colour, item, shape, size)	Patterns 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.	
Autumn Term 2	Non – number		Subitising and counting amounts				Non – number	
	Name common 2-D shapes 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	Know that shapes can appear in different ways and be different sizes 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 up to 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 up to 5 pictures marking each one off as they are counted. Count up to 5 sounds or actions, keeping track of each as they are counted.	Weight/Mass 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.	Capacity 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.

FS1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Spring Term 1	Comparing quantities				Non – number			
	Understand and represent numbers using objects and pictorial representations to 5. Show finger numbers up to 5.	Compare different amounts up to 5 using the language of more or fewer.	Compare different amounts up to 5 using language more and fewer when the objects are different sizes and take up different amounts of surface space.		Pattern Continue an AB pattern Copy an AB pattern Create an AB pattern Spot and correct an error in an AB pattern			
Spring Term 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 amounts using the language 'same'.	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.	Money Understand that we need to pay for goods. In role play, exchange goods for coins. Understand that items have different prices.		
Summer Term 1	Non – number		Addition and Subtraction to 5					
	3D Shape 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 Term 2	Numbers to 10.			EYFS Assessment Week	Non – number			
	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,		Position Understand and use the language in, next to, on top, underneath, in front of, behind and next to.	Direction Use the directional language of up and down. Understand and use the terms first, and last to describe position in a line.	Transition Maths Routines	

Foundation Stage 1 objectives taught through daily routines

Time	Progression		
Know the names of the days of the week	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	
Understand and use language – before, after, yesterday, Use the word ‘after’, understanding today, tomorrow	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.
Use the language of comparison when talking about time, e.g. longer/shorter; faster/slower	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
Begin to measure time	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	
Begin to tell the time	Know that a clock tells us the time		