

# LONG-TERM SEQUENCE FOR MATHEMATICS

## Early Years Foundation Stage – Key Stage 1

|   | ELG   | Key Vocabulary to be developed in EYFS   | How this is achieved in EYFS  | Maths KS1 National Curriculum   |
|---|---|--|---|---|
| <p style="writing-mode: vertical-rl; transform: rotate(180deg); text-align: center;">Specific Area of Learning<br/><b>Mathematics</b></p> | <p style="text-align: center;"><b>Number</b></p> <ul style="list-style-type: none"> <li>• Having a deep understanding of number to 10, including composition of each number.</li> <li>• Subitising up to 5.</li> <li>• Recalling number bonds up to 5 (including subtraction facts) and some number bonds up to 10 (including double facts).</li> </ul>   | <ul style="list-style-type: none"> <li>• More, less or equal</li> <li>• Compare/ count</li> <li>• Big/ bigger</li> <li>• Small/ smaller</li> <li>• Longer/ taller/ shorter</li> <li>• Wider/ fatter/ thinner</li> <li>• Heavier/ lighter</li> <li>• Pattern</li> <li>• Sorting</li> <li>• Position/ direction</li> <li>• Before/ after/ next to/ in between</li> <li>• Ordering</li> <li>• Estimating</li> <li>• Part, whole</li> <li>• Altogether/ total</li> <li>• Doubling/ halving</li> <li>• Odd/ even</li> </ul> | <ul style="list-style-type: none"> <li>• Daily timetable</li> <li>• Maths activities in CIL</li> <li>• Opportunities to count – registration, snack time, lining up</li> <li>• Sand and water activities</li> <li>• Construction, use of shape</li> <li>• Puzzles</li> <li>•</li> </ul> | <p><b>Numbers to 10; 20; and then 100</b></p> <ul style="list-style-type: none"> <li>• Patterns</li> <li>• Counting and comparing</li> <li>• Estimating and ordering</li> <li>• Regrouping the whole</li> <li>• Part whole</li> <li>• Addition</li> <li>• Subtraction</li> <li>• Solving problems</li> <li>• Comparison</li> <li>• Equality and balance</li> <li>• Doubling and halving</li> <li>• Odd and even numbers</li> <li>• Multiplication</li> <li>• Division</li> <li>• Fractions</li> <li>• Place value</li> </ul> <p><b>Measures</b></p> <ul style="list-style-type: none"> <li>• Length, height, mass, speed</li> <li>• Sequencing events</li> <li>• Money</li> <li>• Non-standard measures</li> <li>• Time</li> </ul> <p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>• Positional language</li> <li>• 2D and 3D shapes</li> </ul> |
|   | <p style="text-align: center;"><b>Numerical Patterns</b></p> <ul style="list-style-type: none"> <li>• Counting (verbally) beyond 20, recognising the pattern of the counting system.</li> <li>• Comparing quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>• Exploring and representing patterns with numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul> | <p><b>Linked to C&amp;L pupils will:</b></p> <ul style="list-style-type: none"> <li>• Ask questions to find out more and to check they understand what has been said to them.</li> <li>• Describe events in some detail.</li> <li>• Use new vocabulary in different contexts.</li> <li>• Engage in non-fiction books</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>  |   |   |