



## Early Years 1 Mathematics Coverage Plan: Supported by EY2 White Rose Maths Schemes of Learning

TERM	Week	Phase	Thread	Guidance	Supporting materials
A D V E N T	1, 2	Getting to know you	Number Songs	Opportunities for settling in, introducing the areas of provision and getting to know the children.	See St. Bernadette's EYFS Number Song Books 1 and 2
	3, 4	Phase 1	Colours	Children should be taught to recognise and name colours in a variety of contexts e.g. toys within the classroom, colours in nature, colours in the environment, matching colours, colours on themselves such as hair, skin, clothes. Children should be able to say when objects are and are not the same colour. Link to expressive art and design through painting.	<u>Books</u> Elmer by David McKee  <u>Songs</u> Mr Tumble: I can sing a rainbow  <u>Numberblocks Episodes</u>  <u>Other</u>
	5, 6		Match	Provide opportunities for the children to explore and match objects which are the same. Can you find one exactly like mine? How do you know it's the same? Can you find one different to mine? Why is this one not like mine?	<u>Books</u>  <u>Songs</u>  <u>Numberblocks Episodes</u>

					<u>Other</u>
	7, 8		Sort	<p>Children learn that collections can be sorted into sets based on attributes such as colour, size or shape. Sorting enables the children to consider what is the same about all the objects in one set and how they are different to the other sets.</p> <p>They begin to understand that the same collection of objects can be sorted in different ways</p>	<u>Books</u>  <u>Songs</u>  <u>Numberblocks Episodes</u>  <u>Other</u>
	9, 10	Phase 2	Compare Amounts	<p>Once children can confidently sort collections into sets they learn that these sets can be compared and ordered. They understand that when making comparisons a set can have more, the same or fewer than another set. NOTE – it is easier for children to notice the difference between sets when the difference is greater.</p> <p>Start by asking the children to compare 2 and 5 rather than 5 and 6</p> <p>Development Matters 2021 3 and 4 year-olds will be learning to:</p> <ul style="list-style-type: none"> <li>• Compare quantities using language: ‘more than’, ‘fewer than’.</li> </ul>	<u>Books</u>  <u>Songs</u>  <u>Numberblocks Episodes</u>  <u>Other</u>
	11, 12		Compare Size, Mass and Capacity	<p>Children learn that objects can be compared and ordered according to their size.</p> <p>Encourage the use of language such as big and little, small and large to describe a range of objects.</p> <p>More specific language such as tall, long, short can also be</p>	<u>Books</u>  <u>Songs</u>

				<p>introduced.</p> <p>Development Matters 2021 3 and 4 year-olds will be learning to:</p> <ul style="list-style-type: none"> <li>• Make comparisons between objects relating to size, length, weight and capacity.</li> </ul>	<p><u>Numberblocks Episodes</u></p> <p><u>Other</u></p>
	13, 14		Simple Patterns	<p>Children copy, continue and create their own AB patterns. It is important to provide patterns with at least three full units of repeat. Encourage the children to say the pattern out loud</p> <p>Development Matters 2021 3 and 4 year-olds will be learning to:</p> <ul style="list-style-type: none"> <li>• Extend and create ABAB patterns – stick, leaf, stick, leaf.</li> <li>• Notice and correct an error in a repeating pattern.</li> </ul>	<p><u>Books</u></p> <p><u>Songs</u> Now we've made a pattern</p> <p><u>Numberblocks Episodes</u></p> <p><u>Other</u></p>
L E N T	1, 2	Getting to know you	Number Songs	Opportunities for settling in, introducing the areas of provision and getting to know the children.	See St. Bernadette's EYFS Number Song Books 1 and 2
	3	Phase 3	One	<p>Children identify representations of 1. They subitise or count to find out how many and make their own collections of 1 object. They match the number name to quantities and numerals. They touch count in different arrangements and recognise the final number is the quantity of the set.</p> <p>Number blocks episode 1 Counting to 1 Finding 1 object Representing 1 on a 5 frame A circle – 1 sides shape (including in the environment)</p>	<p><u>Books</u></p> <p><u>Songs</u> Hickory Dickory Dock (Version 1) Numberblocks: The One Song</p> <p><u>Numberblocks Episodes</u> Series 1, Episode 1: One</p> <p><u>Other</u></p>

			<p>1 action e.g. 1 hop, 1 jump, 1 clap          What is 1 made of 1 nose, 1 mouth, 1 body          Exploring different varieties of circles</p> <ul style="list-style-type: none"> <li>• 1 being the first number, its position on a number line, ordinal numbers</li> <li>• Numicon 1</li> <li>• Dice 1</li> <li>• Subitising 1</li> <li>• The numeral and formation of 1</li> <li>• Number 1 in the environment</li> <li>• Representing 1 using marks, pictures and finger</li> <li>• Matching numeral to quantity</li> </ul> <p>Development Matters 2021          3 and 4 year-olds will be learning to:</p> <ul style="list-style-type: none"> <li>• Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>• Recite numbers past 5.</li> <li>• Say one number for each item in order: 1,2,3,4,5.</li> <li>• Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> <li>• Show 'finger numbers' up to 5.</li> <li>• Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>• Experiment with their own symbols and marks as well as numerals.</li> </ul>	
	4	Weight	<p>Children may already have experience of weight through carrying heavy and light items.          Encourage them to make direct comparisons holding items to estimate which feels the heaviest then use the balance scales to check.</p>	<p><u>Books</u></p> <p><u>Songs</u></p>

			<p>Prompt them to use the language heavy, heavier than, heaviest, light, lighter than, lightest to compare items starting with items that have an obvious difference in weight.</p> <p>Avoid common misconception that bigger items are always heavier by providing some small heavier items and some large lighter ones</p> <p>heavy, heavier than, heaviest, light, lighter than, lightest</p> <p>Development Matters 2021 3 and 4 year-olds will be learning to:</p> <ul style="list-style-type: none"> <li>• Make comparisons between objects relating to size, length, weight and capacity.</li> </ul>	<p><u>Numberblocks Episodes</u></p> <p><u>Other</u></p>
	5, 6	Two	<p>Children identify representations of 1 and 2. They subitise or count to find out how many and make their own collections of 1 or 2 objects.</p> <p>They match the number names to quantities and numerals.</p> <p>They touch count in different arrangements and recognise the final number is the quantity of the set.</p> <p>Number blocks episode 2 Counting to 2 Finding 2 objects Representing 2 on a 5 frame A semi circle – 2 sides shape (including in the environment) 2 actions e.g. 2 hops, 2 jumps, 2 claps What 2 is made of 1 is a part of me, 1 is a part of me and the whole of me is 2</p> <ul style="list-style-type: none"> <li>• 2 being the second number, its position on a number line, ordinal numbers</li> <li>• Numicon 2</li> </ul>	<p><u>Books</u></p> <p><u>Songs</u> Hickory Dickory Dock (Version 2) Numberblocks: The Two Song</p> <p><u>Numberblocks Episodes</u> Series 1, Episode 3: Two</p> <p><u>Other</u></p>

				<ul style="list-style-type: none"> <li>● Dice 2</li> <li>● Subitising 2</li> <li>● The numeral and formation of 2</li> <li>● Number 2 in the environment</li> <li>● Representing 2 using marks, pictures and finger</li> <li>● Matching numeral to quantity</li> </ul> <p>Development Matters 2021 3 and 4 year-olds will be learning to:</p> <ul style="list-style-type: none"> <li>● Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>● Recite numbers past 5.</li> <li>● Say one number for each item in order: 1,2,3,4,5.</li> <li>● Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> <li>● Show 'finger numbers' up to 5.</li> <li>● Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>● Experiment with their own symbols and marks as well as numerals.</li> </ul>	
	7, 8	Phase 4	Three	<p>Children identify representations of 1, 2, 3. They subitise or count to find out how many and make their own collections of 1, 2 or 3 objects. They match the number names to quantities and numerals. They touch count in different arrangements and recognise the final number is the quantity of the set.</p> <p>Number blocks episode 3 Counting to 3 Finding 3 objects Representing 3 on a 5 frame</p>	<p><u>Books</u></p> <p><u>Songs</u> Hickory Dickory Dock (Version 3) Numberblocks: The Three Song</p> <p><u>Numberblocks Episodes</u> Series 1, Episode 4: Three Series 1, Episode 5: One, Two, Three!</p>

			<p>A triangle – 3 sides shape (including in the environment)  3 actions e.g. 3 hops, 3 jumps, 3 claps  What is 3 made of - 2 is a part of me, 1 is a part of me and the whole of me is 3.  Exploring different varieties and orientations of triangles.</p> <ul style="list-style-type: none"> <li>• 3 being the third number, its position on a number line, ordinal numbers</li> <li>• Numicon 3</li> <li>• Dice 3</li> <li>• Subitising 3</li> <li>• The numeral and formation of 3</li> <li>• Number 3 in the environment</li> <li>• Representing 3 using marks, pictures and finger</li> <li>• Matching numeral to quantity</li> </ul> <p>Development Matters 2021  3 and 4 year-olds will be learning to:</p> <ul style="list-style-type: none"> <li>• Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>• Recite numbers past 5.</li> <li>• Say one number for each item in order: 1,2,3,4,5.</li> <li>• Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> <li>• Show 'finger numbers' up to 5.</li> <li>• Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>• Experiment with their own symbols and marks as well as numerals.</li> </ul>	<u>Other</u>
	9, 10	Length and Height	Children begin by using language to describe length and height e.g. the tree is tall the pencil is short.	<u>Books</u>

			<p>When making direct comparisons they may initially say something is bigger than something else. Encourage them to use more specific mathematical vocabulary in relation to  Length - longer, shorter  height – taller, shorter  Breadth – wider, narrower</p> <p>The children should then move on to finding objects that are longer/shorter than a given item. They should be encouraged to utilise strategies such as direct comparison (e.g. placing objects side by side to determine which is longer).</p> <p>Encourage them to use more specific mathematical vocabulary in relation to  Length - longer, shorter  height – taller, shorter  Breadth – wider, narrower</p> <p>Development Matters 2021  3 and 4 year-olds will be learning to:</p> <ul style="list-style-type: none"> <li>• Make comparisons between objects relating to size, length, weight and capacity.</li> </ul>	<p><u>Songs</u>  There's a worm at the bottom of the garden</p> <p><u>Numberblocks Episodes</u></p> <p><u>Other</u></p>
	11, 12	Four	<p>Children count on and back to 4.  They subitise sets of up to 4 objects to find out how many make their own collections of objects.  They match the number to numerals and quantities and are able to say which sets have more and fewer items.  When counting they continue to learn that the final number they say names the set.</p> <p>Number blocks episode 4</p>	<p><u>Books</u></p> <p><u>Songs</u>  Numberblocks: The Four Song</p> <p><u>Numberblocks Episodes</u>  Series 1, Episode 6: Four</p>



			<p>Counting to 4          Finding 4 objects          Representing 4 on a 5 frame          Squares and rectangles, 4 sided shapes including in the environment          4 actions e.g. 4 hops, 4 jumps, 4 claps          Composition of 4 (2 is a part of me, 2 is a part of me and the whole of me is 4; 3 is a part of me, 1 is a part of me and the whole of me is 4)</p> <ul style="list-style-type: none"> <li>● 4 being the fourth number, its position on a number line, ordinal numbers</li> <li>● Numicon 4</li> <li>● Dice 4</li> <li>● Subitising 4</li> <li>● The numeral and formation of 4</li> <li>● Number 4 in the environment</li> <li>● Representing 4 using marks, pictures and finger</li> <li>● Matching numeral to quantity</li> </ul> <p>Development Matters 2021          3 and 4 year-olds will be learning to:</p> <ul style="list-style-type: none"> <li>● Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>● Recite numbers past 5.</li> <li>● Say one number for each item in order: 1,2,3,4,5.</li> <li>● Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> <li>● Show 'finger numbers' up to 5.</li> <li>● Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>● Experiment with their own symbols and marks as well as numerals.</li> </ul>	<p><u>Other</u></p>
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1, 2	Getting to know you	Number Songs	Opportunities for settling in, introducing the areas of provision and getting to know the children.	See St. Bernadette's EYFS Number Song Books 1 and 2
3, 4	Phase 5	Five	<p>Children continue to subitise up to 5 items and to count forwards and backwards to 5 accurately using the counting principles. They represent up to 5 items on a five frame.</p> <p>Number blocks episode 5 Counting to 5 Finding 5 objects Representing 5 on a 5 frame Pentagons, 5 sided shapes including in the environment 5 actions e.g. 5 hops, 5 jumps, 5 claps Composition of 5 (3 is a part of me, 2 is a part of me and the whole of me is 5; 4 is a part of me, 1 is a part of me and the whole of me is 5)</p> <ul style="list-style-type: none"> <li>● 5 being the fifth number, its position on a number line, ordinal numbers</li> <li>● Numicon 5</li> <li>● Dice 5</li> <li>● Subitising 5</li> <li>● The numeral and formation of 5</li> <li>● Number 5 in the environment</li> <li>● Representing 5 using marks, pictures and finger</li> <li>● Matching numeral to quantity</li> </ul> <p>Development Matters 2021 3 and 4 year-olds will be learning to:</p> <ul style="list-style-type: none"> <li>● Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>● Recite numbers past 5.</li> <li>● Say one number for each item in order: 1,2,3,4,5.</li> <li>● Know that the last number reached when counting a</li> </ul>	<p><u>Books</u></p> <p><u>Songs</u> Numberblocks: The Five Song</p> <p><u>Numberblocks Episodes</u> Series 1, Episode 7: Five</p> <p><u>Other</u></p>

				<p>small set of objects tells you how many there are in total ('cardinal principle').</p> <ul style="list-style-type: none"> <li>• Show 'finger numbers' up to 5.</li> <li>• Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>• Experiment with their own symbols and marks as well as numerals.</li> </ul>	
	5, 6		One More, One Less	<p>The children will use real objects to see that the quantity of a group can be changed by adding more. The first, then, now structure can be used to create mathematical stories in meaningful contexts.</p> <p>Children continue to count, subitise and compare as they explore one more and one less.</p> <p>Prompt children to see the link between counting forwards and the one more pattern and back and the one less pattern.</p> <p>Development Matters 2021 3 and 4 year-olds will be learning to:</p> <ul style="list-style-type: none"> <li>• Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>• Recite numbers past 5.</li> <li>• Say one number for each item in order: 1,2,3,4,5.</li> <li>• Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> <li>• Show 'finger numbers' up to 5.</li> <li>• Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>• Solve real world mathematical problems with numbers up to 5.</li> </ul>	<p><u>Books</u> Room on the Broom by Julia Donaldson The Enormous Turnip The Gingerbread Man</p> <p><u>Songs</u> One elephant went out to play One monster went to school 5 little ducks 5 little speckled frogs 5 currant buns</p> <p><u>Numberblocks Episodes</u></p> <p><u>Other</u></p>

				<ul style="list-style-type: none"> <li>Compare quantities using language: 'more than', 'fewer than'.</li> </ul>	
	7, 8		Shapes	<p>The primary focus in relation shapes should be on the properties of shapes. For example, children should be encouraged to notice and describe shapes in the environment and talk about the properties using words such as 'straight/flat/round/ curved'. When teaching the names of shapes, wherever possible, real life shapes in the environment should be used. Note that only flat surfaces should be referred to as faces. Include sorting of natural shapes; the children may sort stones, for example, into sets that have straight edges, sets that have curved edges etc.</p> <p>Development Matters 2021 3 and 4 year-olds will be learning to:</p> <ul style="list-style-type: none"> <li>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</li> <li>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.</li> <li>Combine shapes to make new ones – an arch, a bigger triangle, etc.</li> </ul>	<p><u>Books</u></p> <p><u>Songs</u> 2D Shape Song Out of the Ark: Marvellous Maths Songs - Which shape am I?</p> <p><u>Numberblocks Episodes</u></p> <p><u>Other</u></p>
	9	Phase 6	My Day	<p>Children talk about night and day and order key events in their daily routines, such as waking up, coming to school, dinner, bed time.</p> <p>They use language to describe when things happen e.g. day, night, morning, afternoon, before after, today, tomorrow.</p>	<p><u>Books</u> Day Monkey, Night Monkey by Julia Doaldson Peace at Last by Jill Murphy</p> <p><u>Songs</u> Here we go round the mulberry bush</p>

			<p>Encourage the vocabulary of first, next, then and possibly last.</p> <p>Children explore measuring time</p> <p>Development Matters 2021 3 and 4 year-olds will be learning to:</p> <ul style="list-style-type: none"> <li>● Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</li> </ul>	<p><u>Numberblocks Episodes</u></p> <p><u>Other</u></p>
	10	Capacity	<p>Encourage children to build on their understanding of full and empty</p> <p>Provide opportunities to explore capacity with different materials such as water, sand, rice and loose parts</p> <p>Initially children should be exposed to the comparison of full, half full, empty using the same container.</p> <p>Provide different sized and shaped containers to investigate,</p> <p>When comparing capacities directly children can pour from one container to another to find which holds more or less water.</p> <p>Development Matters 2021 3 and 4 year-olds will be learning to:</p> <ul style="list-style-type: none"> <li>● Make comparisons between objects relating to size, length, weight and capacity.</li> </ul>	<p><u>Books</u></p> <p><u>Songs</u></p> <p><u>Numberblocks Episodes</u></p> <p><u>Other</u></p>
	11, 12	Positional Language	<p>Children need opportunities to be exposed to and to use the language of position and direction; <i>Position: 'in', 'on', 'under'. Direction: 'up', 'down', 'across'</i></p> <p>Children also need opportunities to use terms which are relative: <i>'in front of', 'behind', 'on top of'.</i></p>	<p><u>Books</u> Rosie's Walk by at Hutchins</p> <p><u>Songs</u> Twinkl: Put your beanbag...</p>

			<p>Create as many opportunities as possible to explore this language such as hunting for hidden objects with some prompts (e.g. look behind the shed).</p> <p>Development Matters 2021 3 and 4 year-olds will be learning to:</p> <ul style="list-style-type: none"> <li>• Understand position through words alone – for example, “The bag is under the table,” – with no pointing.</li> <li>• Describe a familiar route.</li> <li>• Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</li> </ul>	<p><u>Numberblocks Episodes</u></p> <p><u>Other</u></p>
	13, 14		Consolidation	