Early Years

Term 1 and 2 Plans
Academic Year 2021 - 2022

Mathematics
Learning for
number

Manageable
Steps

Spatial Reasoning
Patterns
and
Connections

Suggestions

Early Years Term 1

Term 1		On going	Number Manageable Steps to support learning. Use assessment to adapt as required		Numeral Check	Developing Spatial Reasoning Please note there are no resources provided with the CanDoMaths Club for this strand
02/09/2021		Counting stories and rhymes, choral counting, group counting including beyond 10 Exploring patterns: What is the same and what is different?	Counting	Choral counting Group counting Continuous provision counting		
	T					
	F					
06/09/2021	M		Counting			
	T					
	W					
	T					
	F					
13/09/2021	M		Counting 5 Unit 1	The counting sequence stays the same.	5	Awareness of 3-dimensional space such as physical activities like crawling, tunnelling, climbing, hiding and building dens
	T			The last number counted represents how many are in the set.		
	W			As you count, the quantity increases.		
	T			Each object in the set is counted once and once only.		
	F			Extra Problem Solving		
20/09/2021	M		Counting 5 Unit 1	Count things that can be seen at a distance, not touched or moved.	5	Awareness of position exploring activities using spatial words such as 'above' 'below' 'inside' 'outside' and 'besides' as children carry out activities.
	T			Count things that we see, but then they are not visible.		
	W			Count things that happen or we hear		
	T			Count items onto a number track		
	F			Extra Problem Solving		
27/09/2021	M		Counting 5 Unit 1	The count of objects can begin with any object in the set and the total will remain the same	5	Awareness of 3-dimensional world such as building with building blocks, using shape-puzzles or small world toys.
	T			The count for a set of objects remains the same even if the objects are moved around, as long as no objects are added or removed.		
	W			The count for a set of objects gives the quantity regardless of the size or type of objects.		
	T			Subitise 5		
	F			Extra Problem Solving		
04/10/2021	M		Counting 6 Unit 2	The last number counted represents how many are in the set.	6	Awareness of 3-dimensional world such as exploring outside spaces and learn about making journeys and how to describe them.
	T			Each object in the set is counted once and once only.		
	W			Count things that we see, but then they are not visible.		
	T			Count things that happen or we hear		
	F			Extra Problem Solving		
11/10/2021	M		Counting 6 Unit 2	Count items onto a number track	6	Awareness of 3D shapes by: talking about how 3D shapes are the same or different, using mathematical terms to describe shapes, such as flat, straight, curved, 'it is like a...' building with 3D shapes
	T			The count of objects can begin with any object in the set and the total will remain the same		
	W			The count for a set of objects remains the same even if the objects are moved around, as long as no objects are added or removed.		
	T			The count for a set of objects gives the quantity regardless of the size or type of objects.		
	F			Extra Problem Solving		
18/10/2021	M		Counting 7 Unit 3	The last number counted represents how many are in the set.	7	matching some shapes by recognising similarities and orientation finding 3D shapes in the environment sorting everyday objects according to their shape
	T			Each object in the set is counted once and once only.		
	W			Count things that we see, but then they are not visible.		
	T			Count things that happen or we hear		
	F			Extra Problem Solving		
Half Term						

Early Years Term 2

Term 2.		Ongoing	Number Manageable Steps to support learning. Use assessment to adapt as required		Fact Check	Developing Spatial Reasoning please note there are no resources provided with the CanDoMaths Club for this strand
01/11/2021	M	Counting stories and rhymes, choral counting, group counting including beyond 10 Exploring patterns: What is the same and what is different?	**Counting 7 Unit 3**	Count items onto a number track	7	Awareness of size exploring when size changes such as what happens when you stretch elastic
	T			The count of objects can begin with any object in the set and the total will remain the same		
	W			The count for a set of objects remains the same even if the objects are moved around, as long as no objects are added or removed.		
	T			The count for a set of objects gives the quantity regardless of the size or type of objects.		
	F			Extra Problem Solving		
08/11/2021	M		**Counting 8 Unit 4** (Use assessment to adjust the manageable steps to focus on other counting principles)	The last number counted represents how many are in the set.	8	Awareness of length such as exploring how long things are
	T			Each object in the set is counted once and once only.		
	W			Count things that we see, but then they are not visible.		
	T			Count things that happen or we hear		
	F			Extra Problem Solving		
15/11/2021	M		**Counting 8 Unit 4** (Use assessment to adjust the manageable steps to focus on other counting principles)	Count items onto a number track	8	Awareness of length such as exploring objects using the language of longer than and shorter than
	T			The count of objects can begin with any object in the set and the total will remain the same		
	W			The count for a set of objects remains the same even if the objects are moved around, as long as no objects are added or removed.		
	T			The count for a set of objects gives the quantity regardless of the size or type of objects.		
	F			Extra Problem Solving		
22/11/2021	M		**Counting 9 Unit 5** (Use assessment to adjust the manageable steps to focus on other counting principles)	The last number counted represents how many are in the set.	9	Awareness of weight such as exploring how heavy things are
	T			Each object in the set is counted once and once only.		
	W			Count things that we see, but then they are not visible.		
	T			Count things that happen or we hear		
	F			Extra Problem Solving		
29/11/2021	M		**Counting 9 Unit 5** (Use assessment to adjust the manageable steps to focus on other counting principles)	Count items onto a number track	9	Awareness of weight such as exploring objects using the language of heavier than and lighter than
	T			The count of objects can begin with any object in the set and the total will remain the same		
	W			The count for a set of objects remains the same even if the objects are moved around, as long as no objects are added or removed.		
	T			The count for a set of objects gives the quantity regardless of the size or type of objects.		
	F			Extra Problem Solving		
06/12/2021	M		**Counting 10 Unit 6** (Use assessment to adjust the manageable steps to focus on other counting principles)	The last number counted represents how many are in the set.	10	Awareness of capacity such as exploring how much a container holds
	T			Each object in the set is counted once and once only.		
	W			Count things that we see, but then they are not visible.		
	T			Count things that happen or we hear		
	F			Extra Problem Solving		
13/12/2021	M		**Counting 10 Unit 6** (Use assessment to adjust the manageable steps to focus on other counting principles)	Count items onto a number track	10	Awareness of volume such as exploring how full or empty containers are
	T			The count of objects can begin with any object in the set and the total will remain the same		
	W			The count for a set of objects remains the same even if the objects are moved around, as long as no objects are added or removed.		
	T			The count for a set of objects gives the quantity regardless of the size or type of objects.		
	F			Extra Problem Solving		
Christmas break						