



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

Early Years Term 2



Term 2.		Ongoing	Number				Fact Check	Developing Spatial Reasoning		
			Manageable Steps to support learning. Use assessment to adapt as required					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	The count of objects can begin with any object in the set and the total will remain the same	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.	The count for a set of objects gives the quantity regardless of the size or type of objects.	7	Awareness of size exploring when size changes such as what happens when you stretch elastic	
	T			Extra Problem Solving						
	W									
	F									
08/11/2021	M		Counting 8 Unit 4 (Use assessment to adjust the manageable steps to focus on other counting principles)	Counting 8 Unit 4	The last number counted represents how many are in the set.	Each object in the set is counted once and once only.	Count things that we see, but then they are not visible.	Count things that happen or we hear	8	Awareness of length such as exploring how long things are
	T				Extra Problem Solving					
	W									
	F									
15/11/2021	M		Counting 8 Unit 4 (Use assessment to adjust the manageable steps to focus on other counting principles)	Counting 8 Unit 4	Count items onto a number track	The count of objects can begin with any object in the set and the total will remain the same	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.	The count for a set of objects gives the quantity regardless of the size or type of objects.	8	Awareness of length such as exploring objects using the language of longer than and shorter than
	T				Extra Problem Solving					
	W									
	F									
22/11/2021	M	Counting 9 Unit 5 (Use assessment to adjust the manageable steps to focus on other counting principles)	Counting 9 Unit 5	The last number counted represents how many are in the set.	Each object in the set is counted once and once only.	Count things that we see, but then they are not visible.	Count things that happen or we hear	9	Awareness of weight such as exploring how heavy things are	
	T			Extra Problem Solving						
	W									
	F									
29/11/2021	M	Counting 9 Unit 5 (Use assessment to adjust the manageable steps to focus on other counting principles)	Counting 9 Unit 5	Count items onto a number track	The count of objects can begin with any object in the set and the total will remain the same	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.	The count for a set of objects gives the quantity regardless of the size or type of objects.	9	Awareness of weight such as exploring objects using the language of heavier than and lighter than	
	T			Extra Problem Solving						
	W									
	F									
06/12/2021	M	Counting 10 Unit 6 (Use assessment to adjust the manageable steps to focus on other counting principles)	Counting 10 Unit 6	The last number counted represents how many are in the set.	Each object in the set is counted once and once only.	Count things that we see, but then they are not visible.	Count things that happen or we hear	10	Awareness of capacity such as exploring how much a container holds	
	T			Extra Problem Solving						
	W									
	F									
13/12/2021	M	Counting 10 Unit 6 (Use assessment to adjust the manageable steps to focus on other counting principles)	Counting 10 Unit 6	Count items onto a number track	The count of objects can begin with any object in the set and the total will remain the same	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.	The count for a set of objects gives the quantity regardless of the size or type of objects.	10	Awareness of volume such as exploring how full or empty containers are	
	T			Extra Problem Solving						
	W									
	F									
Christmas break										