Cognition & Learning/Early Maths Development Long Term Plan 2024-2025

Pre-Formal Pathway

Exploration	*Realisation*	*Anticipation*	*Persistence*	*Initiation*

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
(8 weeks)	(7 weeks)	(6 weeks)	(7 weeks)	(4 weeks)	(7 weeks)
Number Fun (5)	**Number Fun (4)**	**Number Fun (4)**	**Number Fun (4)**	**Number Fun (2)**	**Number Fun (4)**
-Recognise an obvious change happening very close to self -Communicates consistent preferences and affective responses -Apply potential solutions systematically to problems -Remember learned responses over more extended periods -Observe the result of their own actions with interest -Anticipate routine events -Take turns in repetitive games	-Recognise an obvious change happening very close to self -Communicates consistent preferences and affective responses -Apply potential solutions systematically to problems -Remember learned responses over more extended periods -Observe the result of their own actions with interest -Anticipate routine events -Take turns in repetitive games	-Recognise an obvious change happening very close to self -Communicates consistent preferences and affective responses -Apply potential solutions systematically to problems -Remember learned responses over more extended periods -Observe the result of their own actions with interest -Anticipate routine events -Take turns in repetitive games	-Recognise an obvious change happening very close to self -Communicates consistent preferences and affective responses -Apply potential solutions systematically to problems -Remember learned responses over more extended periods -Observe the result of their own actions with interest -Anticipate routine events -Take turns in repetitive games	-Recognise an obvious change happening very close to self -Communicates consistent preferences and affective responses -Apply potential solutions systematically to problems -Remember learned responses over more extended periods -Observe the result of their own actions with interest -Anticipate routine events -Take turns in repetitive games	-Recognise an obvious change happening very close to self -Communicates consistent preferences and affective responses -Apply potential solutions systematically to problems -Remember learned responses over more extended periods -Observe the result of their own actions with interest -Anticipate routine events -Take turns in repetitive games

where the adult stops to wait for a response -Solve simple problems where understanding the pattern is important -Use early problem solving for a familiar event -Use objects that require two or more actions to complete -Selects appropriate resources for a familiar routine -Hears number language -Experience number songs -Observe numbers int eh environment -Respond to and join in with numbers rhymes, stories, songs & games -Experience one/lots -Experience counting in everyday activities -Indicates 1 or 2 -Add more to a set	where the adult stops to wait for a response -Solve simple problems where understanding the pattern is important -Use early problem solving for a familiar event -Use objects that require two or more actions to complete -Selects appropriate resources for a familiar routine -Hears number language -Experience number songs -Observe numbers in the environment -Respond to and join in with numbers rhymes, stories, songs & games -Experience one/lots -Experience counting in everyday activities -Indicates 1 or 2 -Add more to a set	where the adult stops to wait for a response -Solve simple problems where understanding the pattern is important -Use early problem solving for a familiar event -Use objects that require two or more actions to complete -Selects appropriate resources for a familiar routine -Hears number language -Experience number songs -Observe numbers int eh environment -Respond to and join in with numbers rhymes, stories, songs & games -Experience one/lots -Experience counting in everyday activities -Indicates 1 or 2 -Add more to a set	where the adult stops to wait for a response -Solve simple problems where understanding the pattern is important -Use early problem solving for a familiar event -Use objects that require two or more actions to complete -Selects appropriate resources for a familiar routine -Hears number language -Experience number songs -Observe numbers int eh environment -Respond to and join in with numbers rhymes, stories, songs & games -Experience one/lots -Experience counting in everyday activities -Indicates 1 or 2 -Add more to a set	where the adult stops to wait for a response -Solve simple problems where understanding the pattern is important -Use early problem solving for a familiar event -Use objects that require two or more actions to complete -Selects appropriate resources for a familiar routine -Hears number language -Experience number songs -Observe numbers int eh environment -Respond to and join in with numbers rhymes, stories, songs & games -Experience one/lots -Experience counting in everyday activities -Indicates 1 or 2 -Add more to a set	where the adult stops to wait for a response -Solve simple problems where understanding the pattern is important -Use early problem solving for a familiar event -Use objects that require two or more actions to complete -Selects appropriate resources for a familiar routine -Hears number language -Experience number songs -Observe numbers int eh environment -Respond to and join in with numbers rhymes, stories, songs & games -Experience one/lots -Experience counting in everyday activities -Indicates 1 or 2 -Add more to a set

Fun with Shape (3)	Fun with Measures (3)	Fun with Locations (2)	Fun with Shape (3)	Fun with Measures (2)	Fun with Locations (3)
-Persist in making simple toys do something -Watch moving toy -Locate moving stimuli -Turns to objects & sounds that are activated but in one place -Activate toys that provide an interesting effect randomly and without connecting the cause to the effect -Make things move deliberately with gross movement initiating actions -Persist in making simple toys do something -Operates a toy that requires a simple action -Explores 2D & 3D shapes -Oberves shapes in the environment	-Hear measures language/opposites -Explore high/low sounds -Explore hot/cold Explore light/dark -Explore loud/quiet -Explore heavy/light Explore big/small -Manipulates objects intentionally (empty & fill containers etc) -Puts object in a container one at a time -Match big/small objects -Find the odd one out -Change the shape of pliable materials -Find 2 objects that are the same -Place objects purposefully -Stack objects -Change shapes (e.g. connecting, building, joining)	-Purposefully makes things move/stop -Linking people to places -Linking places to sounds -Purposefully tidies up - Moves to avoid obstruction -Links location to things found there - Searches for things out of sight -Actively place objects in play -Links object to use/place on body (e.g. gloves) -Hear positional and location language -Notices movements -Listens/tracks a movement -Responds to hiding games - Responds to created locations/changes (e.g. sensory tent)	-Persist in making simple toys do something -Watch moving toy -Locate moving stimuli -Turns to objects & sounds that are activated but in one place -Activate toys that provide an interesting effect randomly and without connecting the cause to the effect -Make things move deliberately with gross movement initiating actions -Persist in making simple toys do something -Operates a toy that requires a simple action -Explores 2D & 3D shapes -Oberves shapes in the environment	-Hear measures language/opposites -Explore high/low sounds -Explore hot/cold Explore light/dark -Explore loud/quiet -Explore heavy/light Explore big/small -Manipulates objects intentionally (empty & fill containers etc) -Puts object in a container one at a time -Match big/small objects -Find the odd one out -Change the shape of pliable materials -Find 2 objects that are the same -Place objects purposefully -Stack objects -Change shapes (e.g. connecting, building, joining)	-Purposefully makes things move/stop -Linking people to places -Linking places to sounds -Purposefully tidies up - Moves to avoid obstruction -Links location to things found there - Searches for things out of sight -Actively place objects in play -Links object to use/place on body (e.g. gloves) -Hear positional and location language -Notices movements -Listens/tracks a movement -Responds to hiding games - Responds to created locations/changes (e.g. sensory tent)

	-Experience the passing of time -Observe and explore different sand timers -Experience changing seasons, types of weather, temperatures -Explore & listen to the days of the week, months of year -Show awareness of the day of the week using sensory clues			-Experience the passing of time -Observe and explore different sand timers -Experience changing seasons, types of weather, temperatures -Explore & listen to the days of the week, months of year -Show awareness of the day of the week using sensory clues	

Maths Long Term Plan 2024-2025

Semi & Formal Pathways

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	(8 weeks)	(7 weeks)	(6 weeks)	(7 weeks)	(4 weeks)	(7 weeks)
Bright Spark Badgers (EYFS)	Number (5) Shape 2D/3D (3)	Number (4) Patterns (3)	Number (4) Measure (2)	Number (4) Mass/Capacity (3)	Number (2) Shape 2D/3D (3)	Number (4) Position (3)
Brilliant Butterflies (1)	Number (5) Measure (3)	Number (4) Mass & Capacity (3)	Number (4) Shape 2D/3D (2)	Number (4) Patterns (3)	Number (2) Position (2)	Number (4) Shape 2D/3D (3)
Fantastic Foxes (4)	Number (5) Measure (3)	Number (4) Shape 2D/3D (3)	Number (4) Position (2)	Number (4) Mass & Capacity (3)	Number (2) Patterns (2)	Number (4) Shape 2D/3D (3)
Super Squirrels (5)	Number (5) Mass/volume (3)	Number (4) Length/Height (3)	Number (4) Shape (2)	Number (4) Position & Direction (3)	Number (2) Money (2)	Number (4) Time (3)
Determined Deers (6)	Number (5) Shape (3)	Number (4) Time (3)	Number (4) Mass & Volume (2)	Number (4) Length & Height (3)	Number (2) Position & Direction (2)	Number (4) Money (3)
Hardworking Hedgehogs (7)	Number (5) Shape (3)	Number (4) Position & Direction (3)	Number (4) Money (2)	Number (4) Time (3)	Number (2) Mass & Volume (2)	Number (4) Length & Height (3)
Optimistic Owls (8)	Number (5) Mass/volume (3)	Number (4) Money (3)	Number (4) Time (2)	Number (4) Shape (3)	Number (2) Position & Direction (2)	Number (4) Length & Height (3)