



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

## **Pre-Formal Pathway**

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	Exploration	Realisation	Anticipation	Persistence	Initiation

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
(8 weeks)	(8 weeks) (7 weeks) (6 wee		(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	-Recognise an	-Recognise an	-Recognise an	-Recognise an	-Recognise an
obvious change	obvious change	obvious change	obvious change	obvious change	obvious change
happening very close	happening very close	happening very close	happening very close	happening very close	happening very close
to self	to self	to self	to self	to self	to self
-Communicates	-Communicates	-Communicates	-Communicates	-Communicates	-Communicates
consistent	consistent	consistent	consistent	consistent	consistent
preferences and	preferences and	preferences and	preferences and	preferences and	preferences and
affective responses	affective responses	affective responses	affective responses	affective responses	affective responses
-Apply potential	-Apply potential	-Apply potential	-Apply potential	-Apply potential	-Apply potential
solutions	solutions	solutions	solutions	solutions	solutions
systematically to	systematically to	systematically to	systematically to	systematically to	systematically to
problems	problems	problems	problems	problems	problems
-Remember learned	-Remember learned	-Remember learned	-Remember learned	-Remember learned	-Remember learned
responses over more	responses over more	responses over more	responses over more	responses over more	responses over more
extended periods	extended periods	extended periods	extended periods	extended periods	extended periods
-Observe the result of	-Observe the result of	-Observe the result of	-Observe the result of	-Observe the result of	-Observe the result of
their own actions with	their own actions with	their own actions with	their own actions with	their own actions with	their own actions with
interest	interest	interest	interest	interest	interest
-Anticipate routine	-Anticipate routine	-Anticipate routine	-Anticipate routine	-Anticipate routine	-Anticipate routine
events	events	events	events	events	events
-Take turns in	-Take turns in	-Take turns in	-Take turns in	-Take turns in	-Take turns in
repetitive games	repetitive games	repetitive games	repetitive games	repetitive games	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                  | event                  | event                  | event                  | event                  | event                  |
| -Use objects that      |
| require two or more    |
| actions to complete    |
| -Selects appropriate   |
| resources for a        |
| familiar routine       |
| -Hears number          |
| language               | language               | language               | language               | language               | language               |
| -Experience number     |
songs	songs	songs	songs	songs	songs
-Observe numbers int	-Observe numbers in	-Observe numbers int	-Observe numbers int	-Observe numbers int	-Observe numbers int
eh environment	the environment	eh environment	eh environment	eh environment	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	Fun with Locations	Fun with Shape (3)	Fun with Measures	Fun with Locations
-Persist in making	(3)	(2)	-Persist in making	(2)	(3)
simple toys do	-Hear measures	-Purposefully makes	simple toys do	-Hear measures	-Purposefully makes
something	language/opposites	things move/stop	something	language/opposites	things move/stop
-Watch moving toy	-Explore high/low	-Linking people to	-Watch moving toy	-Explore high/low	-Linking people to
-Locate moving	sounds	places	-Locate moving	sounds	places
stimuli	-Explore hot/cold	-Linking places to	stimuli	-Explore hot/cold	-Linking places to
-Turns to objects &	Explore light/dark	sounds	-Turns to objects &	Explore light/dark	sounds
sounds that are	-Explore loud/quiet	-Purposefully tidies	sounds that are	-Explore loud/quiet	-Purposefully tidies
activated but in one	-Explore heavy/light	ир	activated but in one	-Explore heavy/light	ир
place	Explore big/small	- Moves to avoid	place	Explore big/small	- Moves to avoid
-Activate toys that	-Manipulates objects	obstruction	-Activate toys that	-Manipulates objects	obstruction
provide an interesting	intentionally (empty &	-Links location to	provide an interesting	intentionally (empty &	-Links location to
effect randomly and	fill containers etc)	things found there	effect randomly and	fill containers etc)	things found there
without connecting	-Puts object in a	- Searches for things	without connecting	-Puts object in a	- Searches for things
the cause to the	container one at a	out of sight	the cause to the	container one at a	out of sight
effect	time	-Actively place	effect	time	-Actively place
-Make things move	-Match big/small	objects in play	-Make things move	-Match big/small	objects in play
deliberately with	objects	-Links object to	deliberately with	objects	-Links object to
gross movement	-Find the odd one out	use/place on body	gross movement	-Find the odd one out	use/place on body
initiating actions	-Change the shape of	(e.g. gloves)	initiating actions	-Change the shape of	(e.g. gloves)
-Persist in making	pliable materials	-Hear positional and	-Persist in making	pliable materials	-Hear positional and
simple toys do	-Find 2 objects that	location language	simple toys do	-Find 2 objects that	location language
something	are the same	-Notices movements	something	are the same	-Notices movements
-Operates a toy that	-Place objects	-Listens/tracks a	-Operates a toy that	-Place objects	-Listens/tracks a
requires a simple	purposefully	movement	requires a simple	purposefully	movement
action	-Stack objects	-Responds to hiding	action	-Stack objects	-Responds to hiding
-Explores 2D & 3D	-Change shapes (e.g.	games	-Explores 2D & 3D	-Change shapes (e.g.	games
shapes	connecting, building,	- Responds to created	shapes	connecting, building,	- Responds to created
-Oberves shapes in	joining)	locations/changes	-Oberves shapes in	joining)	locations/changes
the environment		(e.g. sensory tent)	the environment		(e.g. sensory tent)





-Experience the	-Experience the
passing of time	passing of time
-Observe and explore	-Observe and explore
different sand timers	different sand timers
-Experience changing	-Experience changing
seasons, types of	seasons, types of
weather,	weather,
temperatures	temperatures
-Explore & listen to	-Explore & listen to
the days of the week,	the days of the week,
months of year	months of year
-Show awareness of	-Show awareness of
the day of the week	the day of the week
using sensory clues	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	Number (5)	Number (4)	Number (4)	Number (4)	Number (2)	Number (4)
Badgers	Shape 2D/3D (3)	Patterns (3)	Measure (2)	Mass/Capacity (3)	Shape 2D/3D (3)	Position (3)
(EYFS)						
Brilliant Butterflies	Number (5)	Number (4)	Number (4)	Number (4)	Number (2)	Number (4)
(1)	Measure (3)	Mass & Capacity	Shape 2D/3D (2)	Patterns (3)	Position (2)	Shape 2D/3D (3)
		(3)				
Fantastic Foxes	Number (5)	Number (4)	Number (4)	Number (4)	Number (2)	Number (4)
(4)	Measure (3)	Shape 2D/3D (3)	Position (2)	Mass & Capacity	Patterns (2)	Shape 2D/3D (3)
				(3)		
Super Squirrels	Number (5)	Number (4)	Number (4)	Number (4)	Number (2)	Number (4)
(5)	Mass/volume (3)	Length/Height (3)	Shape (2)	Position &	Money (2)	Time (3)
				Direction (3)		
<b>Determined Deers</b>	Number (5)	Number (4)	Number (4)	Number (4)	Number (2)	Number (4)
(6)	Shape (3)	Time (3)	Mass & Volume (2)	Length & Height	Position &	Money (3)
				(3)	Direction (2)	
Hardworking	Number (5)	Number (4)	Number (4)	Number (4)	Number (2)	Number (4)
Hedgehogs	Shape (3)	Position &	Money (2)	Time (3)	Mass & Volume (2)	Length & Height
(7)		Direction (3)				(3)
Optimistic Owls	Number (5)	Number (4)	Number (4)	Number (4)	Number (2)	Number (4)
(8)	Mass/volume (3)	Money (3)	Time (2)	Shape (3)	Position &	Length & Height
					Direction (2)	(3)