



### Foundation Class Maths Planning

Strand	Title	Week	Weekly summary	Lesson plan link - Twinkl	Numberblocks -Support Materials -Find episodes at: <a href="https://www.bbc.co.uk/iplayer/episodes/b08bzfnh/numberblocks">https://www.bbc.co.uk/iplayer/episodes/b08bzfnh/numberblocks</a>	Development Matters statements	Early Learning Goal ELG

#### What is teaching for mastery?

Mastering maths means pupils of all ages acquiring a deep, long-term, secure and adaptable understanding of the subject. The phrase ‘teaching for mastery’ describes the elements of classroom practice and school organisation that combine to give pupils the best chances of mastering maths. Achieving mastery means acquiring a solid enough understanding of the maths that’s been taught to enable pupils to move on to more advanced material.

**Cardinality and Counting** Understanding that the cardinal value of a number refers to the quantity, or ‘howmany-ness’ of things it represents.

**Comparison** Understanding that comparing numbers involved knowing which numbers are worth more or less than each other.

**Composition** Understanding that one number can be made up from (composed from) two or more smaller numbers

**Pattern** Looking for and finding patterns helps children notice and understand mathematical relationships

**Shape and Space** Understanding what happens when shapes move, or combine with other shapes, helps develop wider mathematical thinking

**Measures** Comparing different aspects such as length, weight and volume, as a preliminary to using units to compare later

#### Numberblocks Support Materials

*Numberblocks*, first broadcast in January 2017, is a pre-school BBC television series aimed at introducing children to early number. Snappy animation and loveable characters combine with engaging storylines to gently introduce concepts of number to support early mathematical understanding. The NCETM materials use each episode as a launch pad. They are designed to assist Early Years and also Year 1 practitioners to confidently move on from an episode, helping children to bring the numbers and ideas to life in the world around them. The materials are designed to be used in conjunction with the *Numberblocks* episodes. They highlight and develop the key mathematical ideas that are embedded in the programmes. Each set of materials comes in the form of a PowerPoint file, and includes the following features:

The **Practitioner Notes** consist of three elements:

1. **The episode description** summarises the story and the key things that happen
2. **The maths in the episode** explains the key mathematical concepts that are featured in the episode
3. **Using mathematical language** – because it is important that practitioners model precise and correct mathematical language, there are suggestions of key sentences that you might use and have repeated; they provide a language structure to connect each mathematical idea to different contexts. Children will initially use their own language to talk about the mathematics, and will develop correct and precise language if this is modelled by adults.



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The screenshot shows a presentation slide with a grid background. The words 'jump', 'clap', 'click', 'step', 'hop', and 'stamp' are arranged around a central red Numberblock character (the number 1). The character has a speech bubble that says 'once'. On the left side of the slide, there is a vertical list of slide numbers 13 through 17. Slide 17 is highlighted and shows a smaller version of the main slide content. At the bottom of the slide, there is a small blue dot in the bottom right-hand corner, indicating a note for supporting mathematical talk and engaging children in practical activity.

Children work in pairs to give each other instructions to perform actions once in a sequence.

**Talk and Discuss Together** provides a set of slides, designed to be used with children after they have watched the episode. They provide a stimulus to talk about what children have noticed, and draw their attention to key aspects of the mathematics. There are often notes for each slide, indicated by a blue dot in the bottom right-hand corner. The notes give ideas for supporting mathematical talk and engaging children in practical activity; some slides have animation to illustrate mathematical concepts.

**Enabling Environments** gives suggestions for extending the mathematics into the wider Early Years environment where children engage in meaningful activity and explore mathematical concepts.

**Learning Together in Year 1** extends the mathematics into Y1. The slides are designed to be used within the context of whole class teaching for mastery.

An **overview** of each series, their storylines, the mathematics addressed, and links to the episodes on iPlayer, is available as a downloadable PDF. Please be aware that episodes may not always be available on iPlayer:



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**TIME** – Every morning go through the day of the week, the date and the month with the children. Sing the [Days of the week](#) song and the [Months of the year](#) song

## Autumn Term 1

Number	Focus on 5	1	<ul style="list-style-type: none"> <li>Count up to five objects or actions</li> </ul>	<p>EYFS Maths Mastery Numbers 1, 2 and 3 Planning and Continuous Provision Ideas</p> <p><a href="https://www.twinkl.co.uk/resource/eyfs-maths-mastery-numbers-1-2-and-3-planning-and-continuous-provision-ideas-tf-n-1221">https://www.twinkl.co.uk/resource/eyfs-maths-mastery-numbers-1-2-and-3-planning-and-continuous-provision-ideas-tf-n-1221</a></p> <p>EYFS Maths Mastery Number Four Planning and Continuous Provision Ideas</p> <p><a href="https://www.twinkl.co.uk/resource/eyfs-maths-mastery-number-4-planning-and-continuous-provision-ideas-tf-n-1197">https://www.twinkl.co.uk/resource/eyfs-maths-mastery-number-4-planning-and-continuous-provision-ideas-tf-n-1197</a></p> <p>EYFS Maths Mastery Number Five Planning and Continuous Provision Ideas</p> <p><a href="https://www.twinkl.co.uk/resource/eyfs-maths-mastery-number-5-continuous-provision-and-planning-ideas-t-m-32373">https://www.twinkl.co.uk/resource/eyfs-maths-mastery-number-5-continuous-provision-and-planning-ideas-t-m-32373</a></p>	<p><b>Series 3 Episode 1 'Once Upon a Time'</b> <a href="https://www.ncetm.org.uk/media/aqnh0dt/n/series_03_episode_01_numberblocks-support-materials_once_upon_a_time_april_2021.pptx">https://www.ncetm.org.uk/media/aqnh0dt/n/series_03_episode_01_numberblocks-support-materials_once_upon_a_time_april_2021.pptx</a></p> <p><b>Series 1 Episode 1 'One'</b> <a href="https://www.ncetm.org.uk/media/qs0hhd2/b/series_01_episode_01_numberblocks-support-materials_one_april-2018.pptx">https://www.ncetm.org.uk/media/qs0hhd2/b/series_01_episode_01_numberblocks-support-materials_one_april-2018.pptx</a></p> <p><b>Series 1 Episode 3 'Two'</b> <a href="https://www.ncetm.org.uk/media/ujccaxy5/series_01_episode_03_numberblocks-support-materials_two_april-2018.pptx">https://www.ncetm.org.uk/media/ujccaxy5/series_01_episode_03_numberblocks-support-materials_two_april-2018.pptx</a></p> <p><b>Series 1 Episode 4 'Three'</b> <a href="https://www.ncetm.org.uk/media/q2oj4mhd/series_01_episode_04_numberblocks-support-materials_three_april-2018.pptx">https://www.ncetm.org.uk/media/q2oj4mhd/series_01_episode_04_numberblocks-support-materials_three_april-2018.pptx</a></p> <p><b>Series 1 Episode 5 'One, Two, Three!'</b> <a href="https://www.ncetm.org.uk/media/5mkddxwb/series_01_episode_05_numberblocks-support-materials_one-two-three_april-2018.pptx">https://www.ncetm.org.uk/media/5mkddxwb/series_01_episode_05_numberblocks-support-materials_one-two-three_april-2018.pptx</a></p> <p><b>Series 1 Episode 6 'Four'</b> <a href="https://www.ncetm.org.uk/media/axdjkg3/series_01_episode_06_numberblocks-support-materials_four_august_2018.pptx">https://www.ncetm.org.uk/media/axdjkg3/series_01_episode_06_numberblocks-support-materials_four_august_2018.pptx</a></p> <p><b>Series 1 Episode 8 'Three Little Pigs'</b></p>	<p><b>3–4 years:</b> Say one number for each item in order: 1, 2, 3, 4, 5</p> <p><b>3–4 years:</b> Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)</p> <p><b>3–4 years:</b> Show finger numbers up to 5 (this unit focuses on numbers 1–4)</p> <p><b>3–4 years:</b> Link numerals and amounts; for example, showing the right number of objects to match the numeral, up to 5 (this unit focuses on numbers 1–5)</p> <p><b>3–4 years:</b> Experiment with their own symbols and marks as well as numerals</p> <p><b>Reception:</b> Count objects, actions and sounds</p> <p><b>Reception:</b> Link the number symbol (numeral) with its cardinal number value</p>	<p><b>Number ELG:</b> Have a deep understanding of numbers to 10, including the composition of each number (<i>this unit focuses on numbers 1-5</i>)</p>
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					<a href="https://www.ncetm.org.uk/media/3500dssb/series_01_episode_08_numberblocks-support-materials_three_little_pigs_august_2018.pptx">https://www.ncetm.org.uk/media/3500dssb/series_01_episode_08_numberblocks-support-materials_three_little_pigs_august_2018.pptx</a>  <b>Series 1 Episode 7 'Five'</b> <a href="https://www.ncetm.org.uk/media/nhxhgzwv/series_01_episode_07_numberblocks-support-materials_five_august_2018.pptx">https://www.ncetm.org.uk/media/nhxhgzwv/series_01_episode_07_numberblocks-support-materials_five_august_2018.pptx</a>		
Number	Focus on 5	2	<ul style="list-style-type: none"> <li>• Recognise and use numerals 1–5</li> <li>• Subitise</li> </ul>		<b>Series 1 Episode 10 'How to Count'</b> <a href="https://www.ncetm.org.uk/media/bu0fvnpz/series_01_episode_10_numberblocks-support-materials_how_to_count_august_2018.pptx">https://www.ncetm.org.uk/media/bu0fvnpz/series_01_episode_10_numberblocks-support-materials_how_to_count_august_2018.pptx</a>  <b>Series 1 Episode 11 'Stampolines'</b> <a href="https://www.ncetm.org.uk/media/px4e21mm/series_01_episode_11_numberblocks-support-materials_stampolines_september_2018.pptx">https://www.ncetm.org.uk/media/px4e21mm/series_01_episode_11_numberblocks-support-materials_stampolines_september_2018.pptx</a>	<b>3–4 years:</b> Fast recognition of up to three objects without having to count them individually (subitising) <b>3–4 years:</b> Link numerals and amounts; for example, showing the right number of objects to match the numeral, up to 5 (this unit focuses on numbers 1–5) <b>3–4 years:</b> Experiment with their own symbols and marks as well as numerals <b>Reception:</b> Link the number symbol (numeral) with its cardinal number value <b>Reception:</b> Subitise	<b>Number ELG:</b> Have a deep understanding of numbers to 10, including the composition of each number  <b>Number ELG:</b> Subitise (recognise quantities without counting) up to 5 (this unit focuses on numbers 1–5)
Number	Focus on 5	3	<ul style="list-style-type: none"> <li>• Understanding numbers within numbers; separating a small group of objects in different ways (part-part whole/number bonds to 5)</li> </ul>	<b>EYFS Maths Mastery Number Bonds to 5 Planning and Continuous Provision Ideas</b>  <a href="https://www.twinkl.co.uk/resource/eyfs-maths-mastery-number-bonds-to-5-planning-and-continuous-provision-ideas-tf-n-1137">https://www.twinkl.co.uk/resource/eyfs-maths-mastery-number-bonds-to-5-planning-and-continuous-provision-ideas-tf-n-1137</a>  <b>EYFS Maths Mastery Composition of 4 and 5 Planning and Continuous Provision Ideas</b>	<b>Series 3 Episode 4 'Fruit Salad'</b> <a href="https://www.ncetm.org.uk/media/0mdpiix1/series_03_episode_04_numberblocks-support-materials_fruit_salad_april_2021.pptx">https://www.ncetm.org.uk/media/0mdpiix1/series_03_episode_04_numberblocks-support-materials_fruit_salad_april_2021.pptx</a>  <b>Series 1 Episode 9 'Off We Go!'</b> <a href="https://www.ncetm.org.uk/media/zozjuzkg/series_01_episode_09_numberblocks-support-materials_off_we_go_august_2018.pptx">https://www.ncetm.org.uk/media/zozjuzkg/series_01_episode_09_numberblocks-support-materials_off_we_go_august_2018.pptx</a>  <b>Series 1 Episode 12 'The Whole of Me'</b>	<b>3–4 years:</b> Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle) <b>3–4 years:</b> Fast recognition of up to three objects without having to count them individually (subitising) <b>Reception:</b> Count objects, actions and sounds <b>Reception:</b> Link the number symbol (numeral) with its cardinal number value <b>Reception:</b> Explore the composition of	<b>Number ELG:</b> Have a deep understanding of numbers to 10, including the composition of each number  <b>Number ELG:</b> Subitise (recognise quantities without counting) up to 5



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				<a href="https://www.twinkl.co.uk/resource/eyfs-maths-mastery-composition-of-4-and-5-planning-and-continuous-provision-ideas-tf-n-1228">https://www.twinkl.co.uk/resource/eyfs-maths-mastery-composition-of-4-and-5-planning-and-continuous-provision-ideas-tf-n-1228</a>	<a href="https://www.ncetm.org.uk/media/2s1iniu3/series_01_episode_12_numberblocks-support-materials_the_whole_of_me_september_2018.pptx">https://www.ncetm.org.uk/media/2s1iniu3/series_01_episode_12_numberblocks-support-materials_the_whole_of_me_september_2018.pptx</a>  <b>Series 1 Episode 14 'Holes'</b> <a href="https://www.ncetm.org.uk/media/el2cvaee/series_01_episode_14_numberblocks-support-materials_holes_september_2018.pptx">https://www.ncetm.org.uk/media/el2cvaee/series_01_episode_14_numberblocks-support-materials_holes_september_2018.pptx</a>  <b>Series 1 Episode 15 'Hide and Seek'</b> <a href="https://www.ncetm.org.uk/media/essih4x4/series_01_episode_15_numberblocks-support-materials_hide_seek_september_2018.pptx">https://www.ncetm.org.uk/media/essih4x4/series_01_episode_15_numberblocks-support-materials_hide_seek_september_2018.pptx</a>  <b>Series 3 Episode 3 'The Numberblocks Express'</b> <a href="https://www.ncetm.org.uk/media/x5nnekp/x/series_03_episode_03_numberblocks-support-materials_numberblocks_express_april_2021.pptx">https://www.ncetm.org.uk/media/x5nnekp/x/series_03_episode_03_numberblocks-support-materials_numberblocks_express_april_2021.pptx</a>	numbers up to 10 <i>This unit focuses on numbers 1-5</i>	
Number Numerical patterns	Compare numbers and quantities	4	<ul style="list-style-type: none"> <li>Use the language of comparison: 'more', 'less', 'fewer', 'the same', 'enough', 'not enough' and 'too much'</li> </ul>	EYFS Maths Mastery Comparing Numbers to 10 Planning and Continuous Provision Ideas <b>Only use numbers 1-5 at this point)</b> <a href="https://content.twinkl.co.uk/resource/09/b2/tf-n-1139-eyfs-maths-mastery-comparing-numbers-to-10-planning-and-continuous-provision-ideas_ver_13.pdf?token=exp=1657126526~ac!=%2Fresource%2F09%2Fb2%2Ftf-n-1139-eyfs-maths-mastery-comparing-numbers-to-10-planning-and-continuous-provision-ideas_ver_13.pdf%2A~hmac=4d11607b4e9d1215568669ad39286fee8fb03e1f1a84468a331c17d5ef496f61">https://content.twinkl.co.uk/resource/09/b2/tf-n-1139-eyfs-maths-mastery-comparing-numbers-to-10-planning-and-continuous-provision-ideas_ver_13.pdf?token=exp=1657126526~ac!=%2Fresource%2F09%2Fb2%2Ftf-n-1139-eyfs-maths-mastery-comparing-numbers-to-10-planning-and-continuous-provision-ideas_ver_13.pdf%2A~hmac=4d11607b4e9d1215568669ad39286fee8fb03e1f1a84468a331c17d5ef496f61</a>	<b>Series 3 Episode 2 'Blockzilla'</b> <a href="https://www.ncetm.org.uk/media/tcbe2udt/series_03_episode_02_numberblocks-support-materials_blockzilla_april_2021.pptx">https://www.ncetm.org.uk/media/tcbe2udt/series_03_episode_02_numberblocks-support-materials_blockzilla_april_2021.pptx</a>	<b>3-4 years:</b> Link numerals and amounts; for example, showing the right number of objects to match the numeral, up to 5 <b>3-4 years:</b> Compare quantities using language: 'more than', 'fewer than' <b>Reception:</b> Count objects, actions and sounds <b>Reception:</b> Link the number symbol (numeral) with its cardinal number value <b>Reception:</b> Compare numbers <b>Reception:</b> Understand the 'one more than' 'one less than'	<b>Number ELG:</b> Have a deep understanding of numbers to 10, including the composition of each number <b>Numerical Patterns ELG:</b> Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity <i>This unit focuses on numbers 1-5</i>



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						relationship between consecutive numbers	
Numerical Patterns	Compare numbers and quantities	5	<ul style="list-style-type: none"> <li>Compare quantities of objects and find one more and one fewer</li> </ul>		<b>Series 1 Episode 2 'Another One'</b> <a href="https://www.ncetm.org.uk/media/21tb5k1/series_01_episode_02_numberblocks-support-materials_another-one_april-2018.pptx">https://www.ncetm.org.uk/media/21tb5k1/series_01_episode_02_numberblocks-support-materials_another-one_april-2018.pptx</a>	<b>3–4 years:</b> Compare quantities using language: 'more than', 'fewer than' <b>Reception:</b> Compare numbers <b>Reception:</b> Understand the 'one more than' 'one less than' relationship between consecutive numbers	<b>Numerical Patterns ELG:</b> Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity ( <i>this unit focuses on numbers 1–4</i> ).
Numerical Patterns	Compare numbers and quantities	6	<ul style="list-style-type: none"> <li>Order numbers and quantities from 0–5 and introduce zero</li> </ul>		<b>Series 3 Episode 5 'Zero'</b> <a href="https://www.ncetm.org.uk/media/hwxsl4p/series_03_episode_05_numberblocks-support-materials_zero_april_2021.pptx">https://www.ncetm.org.uk/media/hwxsl4p/series_03_episode_05_numberblocks-support-materials_zero_april_2021.pptx</a>	<b>3–4 years:</b> Compare quantities using language: 'more than', 'fewer than' <b>Reception:</b> Compare numbers <b>Reception:</b> Understand the 'one more than' 'one less than' relationship between consecutive numbers	<b>Numerical Patterns ELG:</b> Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity ( <i>this unit focuses on numbers 0–5</i> ).
Autumn Term 2							
Shape, Space and Measures	Time	7	<ul style="list-style-type: none"> <li>Order short sequences of familiar events; use everyday language to talk about time</li> </ul>	<b>Maths Mastery in Continuous Provision:</b>		<b>3–4 years:</b> Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' <b>3–4 years:</b> Understand position through words alone; for example, 'The bag is under the table', with no pointing	See additional notes about shape, space and measure
Shape, Space and Measures	2D shape and position	8	<ul style="list-style-type: none"> <li>Recognise, describe and name 2-D shapes; choose a shape for a particular purpose based on its properties</li> </ul>		<b>Series 3 Episode 17 'Pattern Palace'</b> <a href="https://www.ncetm.org.uk/media/nzppte2/series_03_episode_17_numberblocks-support-materials_pattern_palace_april_2021.pptx">https://www.ncetm.org.uk/media/nzppte2/series_03_episode_17_numberblocks-support-materials_pattern_palace_april_2021.pptx</a> <b>Series 3 Episode 18 'The Legend of Big Tum'</b>	<b>3–4 years:</b> Talk about and explore 2-D and 3-D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'	See additional notes about shape, space and measure





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			<ul style="list-style-type: none"> <li>Recognise common patterns</li> <li>Recognise, continue and create repeating patterns</li> </ul>		<a href="https://www.ncetm.org.uk/media/ecycq00x/series_03_episode_18_numberblocks-support-materials_the_legend_of_big_tum_april_20_21.pptx">https://www.ncetm.org.uk/media/ecycq00x/series_03_episode_18_numberblocks-support-materials_the_legend_of_big_tum_april_20_21.pptx</a>	<b>Reception:</b> Select, rotate and manipulate shapes in order to develop spatial reasoning skills <b>Reception:</b> Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can <b>Reception:</b> Continue, copy and create repeating patterns	
Shape, space and measures	Position	9	<ul style="list-style-type: none"> <li>Use and respond to everyday language about position</li> <li>Group objects according to a particular criterion</li> </ul>	<b>Maths Mastery EYFS Sorting into Groups Planning and Continuous Provision Ideas</b>  <a href="https://www.twinkl.co.uk/resource/eyfs-maths-mastery-sorting-into-groups-planning-and-continuous-provision-ideas-tf-n-1211">https://www.twinkl.co.uk/resource/eyfs-maths-mastery-sorting-into-groups-planning-and-continuous-provision-ideas-tf-n-1211</a>		<b>3-4 years:</b> Understand position through words alone; for example, 'The bag is under the table', with no pointing <b>3-4 years:</b> Discuss routes and locations, using words like 'in front of' and 'behind' <b>Reception:</b> Select, rotate and manipulate shapes in order to develop spatial reasoning skills	See additional notes about shape, space and measure
Number	Up to 10	10	<ul style="list-style-type: none"> <li>Count up to six, 7, 8, 9 objects and actions.</li> <li>Recognise numerals to 6-9</li> <li>Recognise mistakes in counting and correct them</li> </ul>	<b>EYFS Maths Mastery Number Six Planning and Continuous Provision Ideas</b>  <a href="https://www.twinkl.co.uk/resource/eyfs-maths-mastery-number-six-planning-and-continuous-provision-ideas-t-m-31148">https://www.twinkl.co.uk/resource/eyfs-maths-mastery-number-six-planning-and-continuous-provision-ideas-t-m-31148</a>  <b>EYFS Maths Mastery Number Seven Planning and</b>	<b>Series 2 Episode 1 'Six'</b> <a href="https://www.ncetm.org.uk/media/gdbpk2ty/series_02_episode_01_numberblocks-support-materials_six.pptx">https://www.ncetm.org.uk/media/gdbpk2ty/series_02_episode_01_numberblocks-support-materials_six.pptx</a>  <b>Series 2 Episode 2 'Seven'</b> <a href="https://www.ncetm.org.uk/media/uppmojb/series_02_episode_02_numberblocks-support-materials_seven.pptx">https://www.ncetm.org.uk/media/uppmojb/series_02_episode_02_numberblocks-support-materials_seven.pptx</a>  <b>Series 2 Episode 3 'Eight'</b> <a href="https://www.ncetm.org.uk/media/j33mfo32/series_02_episode_03_numberblocks-support-materials_eight.pptx">https://www.ncetm.org.uk/media/j33mfo32/series_02_episode_03_numberblocks-support-materials_eight.pptx</a>  <b>Series 2 Episode 3 'Nine'</b> <a href="https://www.ncetm.org.uk/media/enkpw43e/series_02_episode_04_numberblocks-support-materials_nine.pptx">https://www.ncetm.org.uk/media/enkpw43e/series_02_episode_04_numberblocks-support-materials_nine.pptx</a>	<b>3-4 years:</b> Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle) <b>3-4 years:</b> Link numerals and amounts; for example, showing the right number of objects to match the numeral, up to 5	<b>Number ELG:</b> Have a deep understanding of numbers to 10, including the composition of each number ( <i>this unit focuses on numbers up to 6</i> )



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Strand	Title	Week	Weekly summary	Lesson plan link - Twinkl	Numberblocks -Support Materials -Find episodes at: <a href="https://www.bbc.co.uk/iplayer/episodes/b08bzfnh/numberblocks">https://www.bbc.co.uk/iplayer/episodes/b08bzfnh/numberblocks</a>	Development Matters statements	Early Learning Goal ELG
			<p>Continuous Provision Idea</p> <p><a href="https://www.twinkl.co.uk/resource/eyfs-maths-mastery-counting-to-7-planning-and-continuous-provision-ideas-t-m-31256">https://www.twinkl.co.uk/resource/eyfs-maths-mastery-counting-to-7-planning-and-continuous-provision-ideas-t-m-31256</a></p> <p>EYFS Maths Mastery Number Eight Planning and Continuous Provision Ideas</p> <p><a href="https://www.twinkl.co.uk/resource/eyfs-maths-mastery-counting-to-8-planning-and-continuous-provision-ideas-t-m-31257">https://www.twinkl.co.uk/resource/eyfs-maths-mastery-counting-to-8-planning-and-continuous-provision-ideas-t-m-31257</a></p> <p>EYFS Maths Mastery Number Nine Planning and Continuous Provision Ideas</p> <p><a href="https://www.twinkl.co.uk/resource/eyfs-maths-mastery-number-9-planning-and-continuous-provision-ideas-t-m-31295">https://www.twinkl.co.uk/resource/eyfs-maths-mastery-number-9-planning-and-continuous-provision-ideas-t-m-31295</a></p>				
Number	Up to 10	11	<ul style="list-style-type: none"> <li>Count up to ten objects and actions; read numerals up to 10 and match with</li> </ul>		<p><b>Series 3 Episode 6 'Now We Are Six to Ten;</b>  <a href="https://www.ncetm.org.uk/media/f45f1k1y/series_03_episode_06_numberblocks-support-">https://www.ncetm.org.uk/media/f45f1k1y/series_03_episode_06_numberblocks-support-</a> </p>	<p><b>3–4 years:</b> Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)</p>	<p><b>Number ELG:</b> Have a deep understanding of numbers to 10, including the composition of each number</p>



**Foundation Class Maths Planning**

Strand	Title	Week	Weekly summary	Lesson plan link - Twinkl	Numberblocks -Support Materials -Find episodes at: <a href="https://www.bbc.co.uk/iplayer/episodes/b08bzfnh/numberblocks">https://www.bbc.co.uk/iplayer/episodes/b08bzfnh/numberblocks</a>	Development Matters statements	Early Learning Goal ELG
			the correct number of objects		<a href="#">materials now we are six to ten april 2 021.pptx</a>  <b>Series 2 Episode 5 'Ten'</b> <a href="https://www.ncetm.org.uk/media/gzvh154r/series_02_episode_05_numberblocks-support-materials_ten.pptx">https://www.ncetm.org.uk/media/gzvh154r/series_02_episode_05_numberblocks-support-materials_ten.pptx</a>  <b>Series 3 Episode 7 'Numberblobs'</b> <a href="https://www.ncetm.org.uk/media/q2zfwns/w/series_03_episode_07_numberblocks-support-materials_numberblobs_april_2021.pptx">https://www.ncetm.org.uk/media/q2zfwns/w/series_03_episode_07_numberblocks-support-materials_numberblobs_april_2021.pptx</a>  <b>Series 2 Episode 6 'Just Add One'</b> <a href="https://www.ncetm.org.uk/media/bavercrd/series_02_episode_06_numberblocks-support-materials_justaddone.pptx">https://www.ncetm.org.uk/media/bavercrd/series_02_episode_06_numberblocks-support-materials_justaddone.pptx</a>	<b>3–4 years:</b> Link numerals and amounts; for example, showing the right number of objects to match the numeral, up to 5 <b>Reception:</b> Count objects, actions and sounds <b>Reception:</b> Link the number symbol (numeral) with its cardinal number value <b>Reception:</b> Count objects, actions and sounds <b>Reception:</b> Link the number symbol (numeral) with its cardinal number value <b>Reception:</b> Subitise	
Number	Up to 10	12	<ul style="list-style-type: none"> <li>Recognise number bonds to 10</li> </ul>	<a href="https://www.twinkl.co.uk/resource/eyfs-maths-mastery-comparing-numbers-to-10-planning-and-continuous-provision-ideas-tf-n-1139">https://www.twinkl.co.uk/resource/eyfs-maths-mastery-comparing-numbers-to-10-planning-and-continuous-provision-ideas-tf-n-1139</a>	<b>Series 3 Episode 10 'Hiccups'</b> <a href="https://www.ncetm.org.uk/media/wlyakgm5/series_03_episode_10_numberblocks-support-materials_hiccups_april_2021.pptx">https://www.ncetm.org.uk/media/wlyakgm5/series_03_episode_10_numberblocks-support-materials_hiccups_april_2021.pptx</a>  <b>Series 3 Episode 15 'Ten Again'</b> <a href="https://www.ncetm.org.uk/media/xxhnelc4/series_03_episode_15_numberblocks-support-materials_ten_again_april_2021.pptx">https://www.ncetm.org.uk/media/xxhnelc4/series_03_episode_15_numberblocks-support-materials_ten_again_april_2021.pptx</a>  <b>Series 2 Episode 13 'Blast Off!'</b> <a href="https://www.ncetm.org.uk/media/okmnoci/series_02_episode_13_numberblocks-support-materials_blastoff.pptx">https://www.ncetm.org.uk/media/okmnoci/series_02_episode_13_numberblocks-support-materials_blastoff.pptx</a>	<b>Reception:</b> Automatically recall number bonds for numbers 0–5 and some to 10	<b>Number ELG:</b> Have a deep understanding of numbers to 10, including the composition of each number
Number	Add and subtract within 10		<ul style="list-style-type: none"> <li>Count the objects in two groups to find the total</li> </ul>	<b>EYFS Maths Mastery Combining Two Groups Planning and Continuous Provision Ideas</b> <a href="https://www.twinkl.co.uk/resource/eyfs-maths-">https://www.twinkl.co.uk/resource/eyfs-maths-</a>		<b>3–4 years:</b> Solve real-world mathematical problems with numbers to 5	<b>Number ELG:</b> Have a deep understanding of numbers to 10, including the composition of each number



### Foundation Class Maths Planning

Strand	Title	Week	Weekly summary	Lesson plan link - Twinkl	Numberblocks -Support Materials -Find episodes at: <a href="https://www.bbc.co.uk/iplayer/episodes/b08bzfnh/numberblocks">https://www.bbc.co.uk/iplayer/episodes/b08bzfnh/numberblocks</a>	Development Matters statements	Early Learning Goal ELG
				<a href="#">mastery-combining-two-groups-planning-and-continuous-provision-ideas-tf-n-1149</a>		<b>3–4 years:</b> Compare quantities using language: 'more than', 'fewer than' <b>Reception:</b> Compare numbers <b>Reception:</b> Automatically recall number bonds for numbers 0–5 and some to 10 <b>Reception:</b> Understand the 'one more than' 'one less than' relationship between consecutive numbers	<b>Number ELG:</b> Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10 including double facts (see additional notes for this ELG)
Spring Term 1							
Number Numerical Patterns	Odds and evens	13	<ul style="list-style-type: none"> <li>Recognise odd and even numbers</li> </ul>	<b>EYFS Maths Mastery Odd and Even Numbers Planning and Continuous Provision Ideas</b>  <a href="https://www.twinkl.co.uk/resource/eyfs-maths-mastery-odd-and-even-numbers-planning-and-continuous-provision-ideas-t-m-31566">https://www.twinkl.co.uk/resource/eyfs-maths-mastery-odd-and-even-numbers-planning-and-continuous-provision-ideas-t-m-31566</a>	<b>Series 2 Episode 11 'Odds and Evens'</b> <a href="https://www.ncetm.org.uk/media/xk2e0zfk/series_02_episode_11_numberblocks-support-materials_oddandevens.pptx">https://www.ncetm.org.uk/media/xk2e0zfk/series_02_episode_11_numberblocks-support-materials_oddandevens.pptx</a>	<b>3–4 years:</b> Compare quantities using language: 'more than', 'fewer than' <b>Reception:</b> Compare numbers <b>Reception:</b> Automatically recall number bonds for numbers 0–5 and some to 10 <b>Reception:</b> Understand the 'one more than' 'one less than' relationship between consecutive numbers	<b>Number ELG:</b> Have a deep understanding of numbers to 10, including the composition of each number  <b>Numerical Patterns ELG:</b> Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity (see additional notes about this ELG)

**Foundation Class Maths Planning**

Strand	Title	Week	Weekly summary	Lesson plan link - Twinkl	Numberblocks -Support Materials -Find episodes at: <a href="https://www.bbc.co.uk/iplayer/episodes/b08bzfnn/numberblocks">https://www.bbc.co.uk/iplayer/episodes/b08bzfnn/numberblocks</a>	Development Matters statements	Early Learning Goal ELG
Number  Numerical Patterns	Add and subtract within 10		<ul style="list-style-type: none"> <li>Find the number that is one more or one fewer than a given number without counting</li> </ul>	<b>EYFS Maths Mastery One More Planning and Continuous Provision Ideas</b>  <a href="https://www.twinkl.co.uk/resource/eyfs-maths-mastery-one-more-planning-and-continuous-provision-ideas-t-m-32719">https://www.twinkl.co.uk/resource/eyfs-maths-mastery-one-more-planning-and-continuous-provision-ideas-t-m-32719</a>	<b>Series 3 Episode 9 'Peekaboo'</b> <a href="https://www.ncetm.org.uk/media/kr4fx0ug/series_03_episode_09_numberblocks-support-materials_peekaboo_april_2021.pptx">https://www.ncetm.org.uk/media/kr4fx0ug/series_03_episode_09_numberblocks-support-materials_peekaboo_april_2021.pptx</a>	<b>3-4 years:</b> Compare quantities using language: 'more than', 'fewer than' <b>Reception:</b> Compare numbers <b>Reception:</b> Automatically recall number bonds for numbers 0-5 and some to 10 <b>Reception:</b> Understand the 'one more than' 'one less than' relationship between consecutive numbers	<b>Number ELG:</b> Have a deep understanding of number to 10, including the composition of each number • Numerical <b>Patterns ELG:</b> Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity (see additional notes about this ELG)
Number	Add and subtract within 10	14	<ul style="list-style-type: none"> <li>Addition within 10, beginning to count on</li> </ul>		<b>Series 3 Episode 15 'Ten Again'</b> <a href="https://www.ncetm.org.uk/media/xxhnelc4/series_03_episode_15_numberblocks-support-materials_ten_again_april_2021.pptx">https://www.ncetm.org.uk/media/xxhnelc4/series_03_episode_15_numberblocks-support-materials_ten_again_april_2021.pptx</a>  <b>Series 3 Episode 13 'Five and Friends'</b> <a href="https://www.ncetm.org.uk/media/lmhgcfty/series_03_episode_13_numberblocks-support-materials_five_and_friends_april_2021.pptx">https://www.ncetm.org.uk/media/lmhgcfty/series_03_episode_13_numberblocks-support-materials_five_and_friends_april_2021.pptx</a>  <b>Series 2 Episode 15 'Numberblock Castle'</b> <a href="https://www.ncetm.org.uk/media/xjvazwzc/series_02_episode_15_numberblocks-support-materials_numberblockcastle.pptx">https://www.ncetm.org.uk/media/xjvazwzc/series_02_episode_15_numberblocks-support-materials_numberblockcastle.pptx</a>	<b>3-4 years:</b> Compare quantities using language: 'more than', 'fewer than' <b>Reception:</b> Compare numbers <b>Reception:</b> Automatically recall number bonds for numbers 0-5 and some to 10 <b>Reception:</b> Understand the 'one more than' 'one less than' relationship between consecutive numbers	<b>Number ELG:</b> Have a deep understanding of number to 10, including the composition of each number <b>Numerical Patterns ELG:</b> Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity (see additional notes about this ELG)
Number	Add and subtract within 10	15	<ul style="list-style-type: none"> <li>Subtraction within 10, beginning to count back</li> </ul>	<b>EYFS Maths Mastery Taking Away Planning and Continuous Provision Ideas</b>  <a href="https://www.twinkl.co.uk/resource/eyfs-maths-mastery-taking-away-planning-and-continuous-provision-ideas-t-m-31565">https://www.twinkl.co.uk/resource/eyfs-maths-mastery-taking-away-planning-and-continuous-provision-ideas-t-m-31565</a>	<b>Series 2 Episode 7 'Ten Green Bottles'</b> <a href="https://www.ncetm.org.uk/media/nwzjzgap/series_02_episode_07_numberblocks-support-materials_tengreenbottles.pptx">https://www.ncetm.org.uk/media/nwzjzgap/series_02_episode_07_numberblocks-support-materials_tengreenbottles.pptx</a>  <b>Series 3 Episode 12 'Numberblock Rally'</b> <a href="https://www.ncetm.org.uk/media/xkfpfhn/series_03_episode_12_numberblocks-support-materials_numberblockrally.pptx">https://www.ncetm.org.uk/media/xkfpfhn/series_03_episode_12_numberblocks-support-materials_numberblockrally.pptx</a>	<b>3-4 years:</b> Solve real-world mathematical problems with numbers to 5 <b>Reception:</b> Compare numbers <b>Reception:</b> Explore the composition of numbers up to 10	<b>Number ELG:</b> Have a deep understanding of numbers to 10, including the composition of each number



### Foundation Class Maths Planning

Strand	Title	Week	Weekly summary	Lesson plan link - Twinkl	Numberblocks -Support Materials -Find episodes at: <a href="https://www.bbc.co.uk/iplayer/episodes/b08bzfnh/numberblocks">https://www.bbc.co.uk/iplayer/episodes/b08bzfnh/numberblocks</a>	Development Matters statements	Early Learning Goal ELG
					<a href="#">materials numberblock rally april 2021.pdf</a>		
Numerical Patterns  Shape, space and measures	Comparative measures	16	<ul style="list-style-type: none"> <li>Compare and order two or three lengths, heights and sizes by direct comparison</li> </ul>			<b>Reception:</b> Compare length, weight and capacity	<b>Numerical Patterns ELG:</b> Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity (see additional notes about this ELG)
Numerical Patterns  Shape, space and measures	Comparative measures	17	<ul style="list-style-type: none"> <li>Compare and order two weights by direct comparison</li> <li>Compare and order two capacities and distances by direct comparison</li> </ul>	EYFS Maths Mastery Comparing Mass Planning and Continuous Provision Ideas <a href="https://content.twinkl.co.uk/resource/ce/8b/tf-n-1227-eyfs-maths-mastery-comparing-mass-planning-and-continuous-provision-ideas_ver_6.pdf?token=exp=1657127207~acl=%2Fresource%2Fce%2F8b%2Ftf-n-1227-eyfs-maths-mastery-comparing-mass-planning-and-continuous-provision-ideas_ver_6.pdf%2A~hmac=ec86e1cb8aa934627119a89aca6753c78d629dcd0b9fe1a8a52fe9d473905cec">https://content.twinkl.co.uk/resource/ce/8b/tf-n-1227-eyfs-maths-mastery-comparing-mass-planning-and-continuous-provision-ideas_ver_6.pdf?token=exp=1657127207~acl=%2Fresource%2Fce%2F8b%2Ftf-n-1227-eyfs-maths-mastery-comparing-mass-planning-and-continuous-provision-ideas_ver_6.pdf%2A~hmac=ec86e1cb8aa934627119a89aca6753c78d629dcd0b9fe1a8a52fe9d473905cec</a>		<b>Reception:</b> Compare length, weight and capacity	<b>Numerical Patterns ELG:</b> Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity (see additional notes about this ELG)
Shape, space and measures	Time	18	<ul style="list-style-type: none"> <li>Use the language of time</li> <li>Measure short periods of time by counting</li> </ul>	EYFS Maths Mastery Time - My Day Planning and Continuous Provision Ideas <a href="https://www.twinkl.co.uk/resource/eyfs-maths-mastery-time-my-day-planning-and-continuous-provision-ideas-tf-n-1216">https://www.twinkl.co.uk/resource/eyfs-maths-mastery-time-my-day-planning-and-continuous-provision-ideas-tf-n-1216</a>		<b>3-4 years:</b> Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' <b>Reception:</b> Count objects, actions and sounds <b>Reception:</b> Count beyond 10 <b>Reception:</b> Link the number symbol (numeral) with its cardinal number value <b>Reception:</b> Compare numbers <b>Reception:</b> Understand the 'one more than' 'one less than' relationship between consecutive numbers	<i>There is no Early Learning Goal for this area, however it remains an important learning experience to share with children.</i>



## Foundation Class Maths Planning

Strand	Title	Week	Weekly summary	Lesson plan link - Twinkl	Numberblocks -Support Materials -Find episodes at: <a href="https://www.bbc.co.uk/iplayer/episodes/b08bzfnn/numberblocks">https://www.bbc.co.uk/iplayer/episodes/b08bzfnn/numberblocks</a>	Development Matters statements	Early Learning Goal ELG
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Spring Term 2							
Numerical Patterns	Beyond 10 11 and 12	19	<ul style="list-style-type: none"> <li>Extend counting to 11 and 12</li> <li>Recognise and order numerals to 12</li> <li>Explore 11 as 10 and one more, and 12 as 10 and two more</li> </ul>		<p><b>Series 3 Episode 24 'Eleven'</b> <a href="https://www.ncetm.org.uk/media/d51h1bel/series_03_episode_24_numberblocks-support-materials_eleven_april_2021.pptx">https://www.ncetm.org.uk/media/d51h1bel/series_03_episode_24_numberblocks-support-materials_eleven_april_2021.pptx</a></p> <p><b>Series 3 Episode 25 'Twelve'</b> <a href="https://www.ncetm.org.uk/media/4hxi0z3o/series_03_episode_25_numberblocks-support-materials_twelve_april_2021.pptx">https://www.ncetm.org.uk/media/4hxi0z3o/series_03_episode_25_numberblocks-support-materials_twelve_april_2021.pptx</a></p>	<p><b>Reception:</b> Compare numbers <b>Reception:</b> Link the number symbol (numeral) with its cardinal number value <b>Reception:</b> Count beyond 10 <b>Reception:</b> Understand the 'one more than' 'one less than' relationship between consecutive numbers</p>	<p><b>Numerical Patterns ELG:</b> Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed evenly <b>Numerical Patterns ELG:</b> Verbally count beyond 20, recognising the pattern of the counting system (this unit focuses on numbers up to 12)</p>
Numerical Patterns	Beyond 10 and doubling	20	<ul style="list-style-type: none"> <li>Explore doubling as two groups of the same number, halving as 'undoing' doubling</li> </ul>	<p><b>EYFS Maths Mastery Doubling Planning and Continuous Provision Ideas</b> <a href="https://www.twinkl.co.uk/resource/eyfs-maths-mastery-doubling-planning-and-continuous-provision-ideas-tf-n-1170">https://www.twinkl.co.uk/resource/eyfs-maths-mastery-doubling-planning-and-continuous-provision-ideas-tf-n-1170</a></p> <p><b>EYFS Maths Mastery Halving Planning and Continuous Provision Ideas</b> <a href="https://www.twinkl.co.uk/resource/eyfs-maths-mastery-halving-planning-and-continuous-provision-ideas-tf-n-1168">https://www.twinkl.co.uk/resource/eyfs-maths-mastery-halving-planning-and-continuous-provision-ideas-tf-n-1168</a></p>	<p><b>Series 2 Episode 9 'Double Trouble'</b> <a href="https://www.ncetm.org.uk/media/5dehixeg/series_02_episode_09_numberblocks-support-materials_doubletrouble.pptx">https://www.ncetm.org.uk/media/5dehixeg/series_02_episode_09_numberblocks-support-materials_doubletrouble.pptx</a></p> <p><b>Series 1 Episode 13 'The Terrible Twos'</b> <a href="https://www.ncetm.org.uk/media/eylmbdnm/series_01_episode_13_numberblocks-support-materials_theterribletwos_september_2018.pptx">https://www.ncetm.org.uk/media/eylmbdnm/series_01_episode_13_numberblocks-support-materials_theterribletwos_september_2018.pptx</a></p> <p><b>Series 3 Episode 19 'Mirror, Mirror'</b> <a href="https://www.ncetm.org.uk/media/o2dhwxiy/series_03_episode_19_numberblocks-support-materials_mirror_mirror_april_2021.pptx">https://www.ncetm.org.uk/media/o2dhwxiy/series_03_episode_19_numberblocks-support-materials_mirror_mirror_april_2021.pptx</a></p>	<p><b>Reception:</b> Compare numbers <b>Reception:</b> Count beyond 10</p>	<p><b>Numerical Patterns ELG:</b> Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed evenly <b>Numerical Patterns ELG:</b> Verbally count beyond 20, recognising the pattern of the counting system (this unit focuses on numbers up to 12)</p>
Shape, space and measures	2-D shapes and patterns	21	<ul style="list-style-type: none"> <li>Explore 2-D faces on 3-D shapes and in patterns.</li> </ul>	<p><b>EYFS Maths Mastery 3D Shape Planning and Continuous Provision Ideas</b> <a href="https://content.twinkl.co.uk/resource/c3/27/t-m-31422-eyfs-maths-mastery-3d-shape-planning-">https://content.twinkl.co.uk/resource/c3/27/t-m-31422-eyfs-maths-mastery-3d-shape-planning-</a></p>	<p><b>Series 3 Episode 8 'Building Blocks'</b> <a href="https://www.ncetm.org.uk/media/0wjdnz0/series_03_episode_08_numberblocks-">https://www.ncetm.org.uk/media/0wjdnz0/series_03_episode_08_numberblocks-</a></p>	<p><b>3-4 years:</b> Talk about and explore 2-D and 3-D shapes (for example, circles, rectangles, triangles and cuboids) using informal and</p>	<p>See additional notes about shape, space and measure</p>



## Foundation Class Maths Planning

Strand	Title	Week	Weekly summary	Lesson plan link - Twinkl	Numberblocks -Support Materials -Find episodes at: <a href="https://www.bbc.co.uk/iplayer/episodes/b08bzfnn/numberblocks">https://www.bbc.co.uk/iplayer/episodes/b08bzfnn/numberblocks</a>	Development Matters statements	Early Learning Goal ELG
			<ul style="list-style-type: none"> <li>Explore common patterns</li> </ul>	<a href="#">and-continuous-provision-ideas_ver_3.pdf?token=exp=1657126824~acl=%2Fresource%2F3%2F27%2Ft-m-31422-eyfs-maths-mastery-3d-shape-planning-and-continuous-provision-ideas_ver_3.pdf%2A~hmac=245cfcf5dac3744d780375469197109cdce18c900904f48a098c4b1eb8bb539</a>	<a href="#">support-materials_building_blocks_april_2021.pptx</a>	mathematical language: 'sides', 'corners', 'straight', 'flat', 'round' <b>3-4 years:</b> Understand position through words alone; for example, 'The bag is under the table', with no pointing <b>3-4 years:</b> Discuss routes and locations, using words such as 'in front of' and 'behind' <b>Reception:</b> Select, rotate and manipulate shapes in order to develop spatial reasoning skills <b>Reception:</b> Select, rotate and manipulate shapes in order to develop spatial reasoning skills <b>Reception:</b> Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can	
Shape, space and measures	2-D and 3-D shapes and patterns	22	<ul style="list-style-type: none"> <li>Recognise and name 2-D shapes in a variety of sizes and orientations</li> <li>Recognise and name 3-D shapes and their properties in and around real environments</li> </ul>		<b>Series 3 Episode 16 'Flatland'</b> <a href="https://www.ncetm.org.uk/media/ggmdtkp/p/series_03_episode_16_numberblocks-support-materials_flatland_april_2021.pptx">https://www.ncetm.org.uk/media/ggmdtkp/p/series_03_episode_16_numberblocks-support-materials_flatland_april_2021.pptx</a>	<b>3-4 years:</b> Talk about and explore 2-D and 3-D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round' <b>3-4 years:</b> Understand position through words alone; for example, 'The bag is under the table', with no pointing <b>3-4 years:</b> Discuss routes and locations, using words such as 'in front of' and 'behind' <b>Reception:</b> Select, rotate and manipulate shapes in order to develop spatial reasoning skills <b>Reception:</b> Select, rotate and manipulate shapes in order to develop spatial reasoning skills	See additional notes about shape, space and measure



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						<b>Reception:</b> Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can	
Number Numerical Patterns	Count in 2s and share	23	<ul style="list-style-type: none"> <li>Group objects in twos and understand sharing fairly</li> </ul>			<b>Reception:</b> Count objects, actions and sounds (in this unit we are counting in 2s)	<b>Number ELG:</b> Automatically recall (without reference to rhymes, counting or other aids) number bonds to 5 (including subtraction facts) and some number bonds to 10, including double facts <b>Numerical patterns ELG:</b> Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally
Number Numerical Patterns	Count in 2s and share	24	<ul style="list-style-type: none"> <li>Share objects into groups of the same size</li> </ul>			<b>Reception:</b> Count objects, actions and sounds <b>Reception:</b> Count beyond 10 <b>Reception:</b> Explore the composition of numbers to 10	<b>Number ELG:</b> Automatically recall (without reference to rhymes, counting or other aids) number bonds to 5 (including subtraction facts) and some number bonds to 10, including double facts <b>Numerical patterns ELG:</b> Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally
Summer Term 1							
Number Numerical Patterns	Count in 2s and share	25	<ul style="list-style-type: none"> <li>Count in 2s, including counting two objects at a</li> </ul>		Series 2 Episode 14 'The Two Tree'	<b>Reception:</b> Count objects, actions and sounds	<b>Number ELG:</b> Automatically recall (without reference to rhymes, counting or other



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			time by counting in 2s		<a href="https://www.ncetm.org.uk/media/ox2dakdy/series_02_episode_14_numberblocks-support-materials_thetwotree.pptx">https://www.ncetm.org.uk/media/ox2dakdy/series_02_episode_14_numberblocks-support-materials_thetwotree.pptx</a>	<b>Reception:</b> Count beyond 10 (in this unit we are counting in 2s)	aids) number bonds to 5 (including subtraction facts) and some number bonds to 10, including double facts <b>Numerical patterns ELG:</b> Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally
	Time for 20!		<ul style="list-style-type: none"> <li>Extend counting to 20</li> </ul>	EYFS Maths Mastery Counting to 20 Planning and Continuous Provision Ideas <a href="https://content.twinkl.co.uk/resource/33/0a/tf-n-1172-eyfs-maths-mastery-counting-to-20-planning-and-continuous-provision-ideas_ver_3.pdf?token=exp=1657125665~acl=%2Fresource%2F33%2F0a%2Ftf-n-1172-eyfs-maths-mastery-counting-to-20-planning-and-continuous-provision-ideas_ver_3.pdf%2A~hmac=ed4102451732ac1656b6da80851320417564a0fcc654f6bf6fa80f216efe59ef">https://content.twinkl.co.uk/resource/33/0a/tf-n-1172-eyfs-maths-mastery-counting-to-20-planning-and-continuous-provision-ideas_ver_3.pdf?token=exp=1657125665~acl=%2Fresource%2F33%2F0a%2Ftf-n-1172-eyfs-maths-mastery-counting-to-20-planning-and-continuous-provision-ideas_ver_3.pdf%2A~hmac=ed4102451732ac1656b6da80851320417564a0fcc654f6bf6fa80f216efe59ef</a>	<p><b>Series 3 Episode 29 'Thirteen'</b> <a href="https://www.ncetm.org.uk/media/5sxlraa2/series_03_episode_29_numberblocks-support-materials_thirteen_april_2021.pptx">https://www.ncetm.org.uk/media/5sxlraa2/series_03_episode_29_numberblocks-support-materials_thirteen_april_2021.pptx</a></p> <p><b>Series 3 Episode 26 'Fourteen'</b> <a href="https://www.ncetm.org.uk/media/tvalhgyh/series_03_episode_26_numberblocks-support-materials_fourteen_april_2021.pptx">https://www.ncetm.org.uk/media/tvalhgyh/series_03_episode_26_numberblocks-support-materials_fourteen_april_2021.pptx</a></p> <p><b>Series 3 Episode 27 'Fifteen'</b> <a href="https://www.ncetm.org.uk/media/o1dnpahm/series_03_episode_27_numberblocks-support-materials_fifteen_april_2021.pptx">https://www.ncetm.org.uk/media/o1dnpahm/series_03_episode_27_numberblocks-support-materials_fifteen_april_2021.pptx</a></p> <p><b>Series 3 Episode 28 'Tween Scenes'</b> <a href="https://www.ncetm.org.uk/media/uylid4c3a/series_03_episode_28_numberblocks-support-materials_tween-scenes_april_2021.pptx">https://www.ncetm.org.uk/media/uylid4c3a/series_03_episode_28_numberblocks-support-materials_tween-scenes_april_2021.pptx</a></p>	<p><b>Reception:</b> Count objects, actions and sounds <b>Reception:</b> Count beyond 10 <b>Reception:</b> Link the number symbol (numeral) with its cardinal number value</p>	<p><b>Numerical Patterns ELG:</b> Verbally count beyond 20, recognising the pattern of the counting system (in this unit we are focusing on numbers up to 20)</p>
Numerical Patterns	Time for 20!	26	<ul style="list-style-type: none"> <li>Estimate and count to 20</li> <li>Begin to recognise and order numerals to 20</li> </ul>			<p><b>Reception:</b> Count objects, actions and sounds <b>Reception:</b> Count beyond 10 <b>Reception:</b> Link the number symbol (numeral) with its cardinal number value</p>	<p><b>Numerical Patterns ELG:</b> Verbally count beyond 20, recognising the pattern of the counting system (in this unit we are focusing on numbers up to 20)</p>



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Numerical Patterns	Time	27	<ul style="list-style-type: none"> <li>Create analogue times of o'clock</li> </ul>			<b>Reception:</b> Count objects, actions and sounds <b>Reception:</b> Count beyond 10 <b>Reception:</b> Link the number symbol (numeral) with its cardinal number value <b>Reception:</b> Compare numbers <b>Reception:</b> Understand the 'one more than' 'one less than' relationship between consecutive numbers	<b>Numerical Patterns ELG:</b> Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as another quantity (see additional notes about this ELG)
Numerical Patterns	Money		<ul style="list-style-type: none"> <li>Begin to develop some understanding of what money is used for and recognise some coins and banknotes</li> </ul>			<b>Reception:</b> Count objects, actions and sounds <b>Reception:</b> Count beyond 10 <b>Reception:</b> Link the number symbol (numeral) with its cardinal number value <b>Reception:</b> Compare numbers <b>Reception:</b> Understand the 'one more than' 'one less than' relationship between consecutive numbers	<b>Numerical Patterns ELG:</b> Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as another quantity (see additional notes about this ELG)
Numerical Patterns	Money	28	<ul style="list-style-type: none"> <li>Sort coins according to a given criterion</li> <li>Begin to recognise coins and banknotes with a focus on 1p and 2p coins</li> </ul>			<b>Reception:</b> Count objects, actions and sounds <b>Reception:</b> Count beyond 10 <b>Reception:</b> Link the number symbol (numeral) with its cardinal number value <b>Reception:</b> Compare numbers <b>Reception:</b> Understand the 'one more than' 'one less than' relationship between consecutive numbers	<b>Numerical Patterns ELG:</b> Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as another quantity (see additional notes about this ELG)
Numerical Patterns	Money	29	<ul style="list-style-type: none"> <li>Shopping with 1p and 2p coins.</li> <li>Begin to recognise that a 2p coin has the same value as two 1p coins.</li> </ul>			<b>Reception:</b> Count objects, actions and sounds <b>Reception:</b> Count beyond 10 <b>Reception:</b> Link the number symbol (numeral) with its cardinal number value <b>Reception:</b> Compare numbers	<b>Numerical Patterns ELG:</b> Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as another quantity (see additional notes about this ELG)

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						<b>Reception:</b> Understand the 'one more than' 'one less than' relationship between consecutive numbers	additional notes about this ELG)
Numerical Patterns	Non-standard units of measures	30	<ul style="list-style-type: none"> <li>Measuring height, length, weight and capacity by comparison with a different object</li> </ul>			<b>Reception:</b> Count objects, actions and sounds <b>Reception:</b> Count beyond 10 <b>Reception:</b> Link the number symbol (numeral) with its cardinal number value <b>Reception:</b> Compare numbers <b>Reception:</b> Understand the 'one more than' 'one less than' relationship between consecutive numbers	<b>Numerical Patterns ELG:</b> Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as another quantity (see <i>additional notes about this ELG</i> )
Numerical Patterns	Non-standard measures		<ul style="list-style-type: none"> <li>Measuring length with a variety of non-standard, but regular units</li> </ul>			<b>Reception:</b> Count objects, actions and sounds <b>Reception:</b> Count beyond 10 <b>Reception:</b> Link the number symbol (numeral) with its cardinal number value <b>Reception:</b> Compare numbers <b>Reception:</b> Understand the 'one more than' 'one less than' relationship between consecutive numbers	<b>Numerical Patterns ELG:</b> Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as another quantity (see <i>additional notes about this ELG</i> )
Summer Term 2							
Numerical patterns	Work within 20	31	<ul style="list-style-type: none"> <li>Estimate, count and compare quantities using numbers up to 20</li> <li>Problem solve using knowledge of numbers and the number system.</li> </ul>		<b>Series 3 Episode 20 'The Wrong Number'</b> <a href="https://www.ncetm.org.uk/media/fbutfwcr/series_03_episode_20_numberblocks-support-materials_the_wrong_number_april_2021.ptx">https://www.ncetm.org.uk/media/fbutfwcr/series_03_episode_20_numberblocks-support-materials_the_wrong_number_april_2021.ptx</a>	<b>Reception:</b> Count objects, actions and sounds <b>Reception:</b> Count beyond 10 <b>Reception:</b> Compare numbers	<b>Numerical Patterns ELG:</b> Verbally count beyond 20, recognising the pattern of the counting system (in this unit we concentrate on numbers up to 20). (See <i>additional notes about this ELG</i> ) <b>Number ELG:</b> Have a deep understanding of numbers up to 10, including

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							the composition of each number
Numerical patterns	Work within 20	32	<ul style="list-style-type: none"> <li>Find one more and one fewer within 20</li> <li>Order numerals to 20</li> </ul>			<b>Reception:</b> Count objects, actions and sounds <b>Reception:</b> Count beyond 10 <b>Reception:</b> Compare numbers <b>Reception:</b> Understand the 'one more than' 'one less than' relationship between consecutive numbers	<b>Numerical Patterns ELG:</b> Verbally count beyond 20, recognising the pattern of the counting system (in this unit we concentrate on numbers up to 20). <i>(See additional notes about this ELG)</i>
Number Numerical patterns	Work within 20	33	<ul style="list-style-type: none"> <li>Add and subtract two single-digit numbers using counting on and back</li> </ul>			<b>Reception:</b> Count objects, actions and sounds <b>Reception:</b> Count beyond 10 <b>Reception:</b> Understand the 'one more than' 'one less than' relationship between consecutive numbers	<b>Number ELG:</b> Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts <b>Numerical Patterns ELG:</b> Verbally count beyond 20, recognising the pattern of the counting system
Number Numerical patterns	Problem solving	34	<ul style="list-style-type: none"> <li>Interpret the results of a survey</li> </ul>			<b>Reception:</b> Compare numbers	<b>Numerical Patterns ELG:</b> Compare quantities up to 10 in different contexts recognising when one quantity is greater than, less than or the same as the other quantity (see additional notes about this ELG)
Numbers	Problem solving		<ul style="list-style-type: none"> <li>Explore simple block diagrams</li> </ul>			<b>Reception:</b> Compare numbers	
Number Numerical patterns	Problem solving	35	<ul style="list-style-type: none"> <li>Apply knowledge of relationships between numbers and time in real-life contexts</li> <li>Learn about ordinal numbers</li> </ul>			<b>Reception:</b> Compare numbers <b>Reception:</b> Explore the composition of numbers up to 10 <b>Reception:</b> Automatically recall number bonds for numbers 0–5 and some to 10	<b>Number ELG:</b> Have a deep understanding of numbers up to 10, including the composition of each number <b>Number ELG:</b> Automatically recall (without reference to rhymes, counting or other aids) number bonds

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						<b>Reception:</b> Link the number symbol (numeral) with the cardinal number value	up to 5 (including subtraction facts) and some number bonds to 10, including double facts ( <i>see additional notes about this ELG</i> ) <b>Numerical Patterns ELG:</b> Compare quantities up to 10 in different contexts recognising when one quantity is greater than, less than or the same as the other quantity ( <i>see additional notes about this ELG</i> )
Number Numerical patterns	Problem solving	36	<ul style="list-style-type: none"> <li>• Apply knowledge of relationships between numbers and shape and size in real-life contexts</li> <li>• Extend use of ordinal numbers</li> </ul>			<b>Reception:</b> Compare numbers <b>Reception:</b> Explore the composition of numbers up to 10 <b>Reception:</b> Automatically recall number bonds for numbers 0–5 and some to 10 <b>Reception:</b> Link the number symbol (numeral) with the cardinal number value	<b>Number ELG:</b> Have a deep understanding of numbers up to 10, including the composition of each number <b>Number ELG:</b> Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts ( <i>see additional notes about this ELG</i> ) <b>Numerical Patterns ELG:</b> Compare quantities up to 10 in different contexts recognising when one quantity is greater than, less than or the same as the other quantity ( <i>see additional notes about this ELG</i> )



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- 1. Number ELG: Have a deep understanding of number to 10, including the composition of each number.** This ELG is covered or consolidated in nearly every unit of this publication. The activities mentioned in the notes for sections 3 and 6 will especially support children to develop their understanding of the composition of each number. This ELG is the main focus of units 1, 4, 5 and 14. 2.
- 2. Number ELG: Subitise (recognise quantities without counting) up to 5.** This ELG is a focus of units 1 and 4a. It is a skill that will be applied and consolidated throughout the year as children enjoy other maths activities. In particular, all of the games where dice are used give children the chance to see others recognising numbers without counting and to start using this skill for themselves.
- 3. Number ELG: Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.** Being able to remember number facts such as number bonds and doubling is a vital skill to help us perform mental maths in our daily lives and is something that most adults do automatically. However, we need to make sure that children understand what these number facts mean rather than learning them by rote. It is not enough for a child to be able to automatically say 4 when asked what the double of 2 is if they do not truly understand the maths behind it. That is because it is only with understanding that they can apply this information in a range of ways as they get older. For example, if they have a good foundation of understanding to build upon, they will be able to use their understanding that  $2 + 2 = 4$  in a range of ways to increasingly complex problems such as  $4 - 2 = 2$ ,  $20 + 20 = 40$ ,  $32 + 2 = 34$  and so on. Therefore, the most effective way to establish this deep understanding is to give children plenty of support with concrete aids such as counters and other manipulatives. Even when children begin to know simple number facts encourage them to continue using whatever aids they find to help them (this will continue well beyond the Early Years Foundation Stage). It is also important to model applying number facts, for example: 'Ah thank you. You've found two more glue sticks Wesley. I don't even need to count because I know that two and three makes five and there are five of us so now, we can have one each'. One way that this deep understanding can be developed is by revisiting activities frequently throughout the year. Sometimes as teachers we feel that every week should be a different activity, but remember, children love repetition. Moreover, once they understand an activity and how to play it, they can really focus on the maths involved. As you work your way through this resource you will find that certain activities are particularly enjoyed by your own class, and these are usually the best ones to capitalise on. We have found 'Blanket hide and seek' in unit 1b to be one that is very much enjoyed by children; it is also an activity that is particularly useful for learning number facts.

As children's confidence and understanding grow, you can increase the numbers used and you can change the context. For example, you could do the same activity with small toys under squares of fabric and later (once children don't need to be able to see the bumps under the fabric) in a box. Similarly, the activities in unit 5b and 5c will help children achieve this ELG. Again, you can adapt the activities to use for other numbers. For example, the 'Taking away bird seed' exploration could be carried out with different quantities of seeds. When returning to this activity you could also mix it up by changing the context (squirrels and acorns, frogs and flies for example). The car park game in this unit is also a valuable way to practice number bonds to 10. Songs, rhymes and simple chants are a useful additional support for children as they move to being able to automatically recall number facts. While we encourage the use of counting songs throughout this resource, these songs must never replace the deep understanding which develops when children are given plenty of rich mathematical experiences as described in this resource. This ELG is one of the foci of units 5, 6, 9, 13 and 14.

- 4. Numerical Patterns ELG: Verbally count beyond 20, recognising the pattern of the counting system.** In this resource we focus on numbers up to 20. It is vitally important that children have a good grounding initially in numbers up to 5, then 10 and 20 respectively before moving on to higher numbers. This will enable them to extrapolate their learning

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from smaller numbers into the more challenging context. Moving on to higher numbers too quickly can be counterproductive. However, once you see that children are confident you will find that you (and they) are automatically starting to use larger numbers. Using the activities that children are already familiar with but with larger numbers will enable children to concentrate on the new learning without having to learn how new activities work. For example, the same activities that enable children to learn to count in 2s can be used to teach them how to count in 10s. The activities in units 7, 10 and 13 will be particularly useful for teaching this ELG.

- Numerical Patterns ELG: Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as another quantity.** There are many opportunities throughout this resource to teach this skill. However, there are also several, perhaps less obvious ways to apply and reinforce this learning through a variety of topics, for example, when talking about time in unit 10b and money in unit 11. As well as being an opportunity for consolidation these experiences also give a valuable opportunity for assessment. If children can apply their learning in a completely new context, you know that they have reached a certain level of competency with this skill. Units 2, 5, 6
- Numerical Patterns ELG: Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed evenly** The activities mentioned in section 5 will also be valuable in supporting children to develop this ELG as they foster a deep understanding of numbers and how they can be split into smaller numbers. Supporting children to develop an understanding of odd and even numbers as well as how numbers can be evenly distributed can be achieved by looking at the activities related to counting in 2s in unit 9. When counting in 2s, tell children that all the numbers that they say are the even numbers. Asking children to whisper the odd numbers and shout the even numbers (and vice versa), or getting pairs of children to take turns saying numbers so that one says the odd numbers and one says the even numbers, can support children with both counting in 2s and with starting to understand the difference between odd and even numbers. Doubling is focused on in unit 7. Other aspects of this ELG are addressed in units 7, 8, 9 and 14.
- Shape, space and measure** This was an important strand of the previous EYFS curriculum. However, there are no Early Learning Goals related to this strand in the latest edition. Nevertheless, it remains an important learning experience to share with children. Being able to talk about and describe the features of different shapes will support children to recognise and recreate numerals and graphemes. Furthermore, there is evidence that future mathematical achievement is can be predicted by children's spatial skills:  
<https://doi.apa.org/doiLanding?doi=10.1037%2F0000182> <https://bpspsychub.onlinelibrary.wiley.com/doi/10.1111/bjep.12142>  
<https://www.tandfonline.com/doi/abs/10.1080/15248372.2012.725186>

We therefore recommend that teachers continue to share these activities with children, although with the need for children to learn the names of shapes no longer required, more time can be devoted to supporting children to talk about, describe and manipulate shapes. For example, the Shape Monster activity in Unit 3a can be adapted to focus on properties rather than the names of shapes.