Maths – EYFS – Spring Term
Alive in 5
Mass and capacity
Growing 6, 7, 8
Length, height and time
Building 9 and 10
Explore 3D shapes

Links to other subject units this term	
These are stand-alone units and do not link directly to any other units studied this term.	
Prior Learning	
Children will be able to spot, create and recreate patterns. They will be able to use numbers 1-5 confidently and identify parts of these numbers that make a whole. Children will be able to recognise common 2D shapes both discreetly and within their environment and describe their properties.	
Key vocabulary for this unit	
Alive in 5 Zero, 0, none, empty, numeral, count, how many?, one, 1, two, 2, three, 3, four, 4, five, 5, recognize, subitise, match, number, one more, one less, add, subtract, how many left?, what can you see?, how can you see it?, what is the whole?, what is/are the part/ parts?	**Length, height and time** Length, long, short, sort, compare, longer than, shorter than, longest, shortest, height, tall, taller, short, shorter, same, time, today, tomorrow, yesterday, next week, next weekend, days of the week, minute, how long?, last week, last weekend, first, the, after
Mass and capacity Compare, mass, heavier, lighter, higher, lower, predict, balance scales, balance, how many?, capacity, container, fill, full, some, less, most, greatest, more, least	**Building 9 and 10** Nine, 9, ten, 10, ten frame, represent, how many?, compare, more than, less than, greater than, fewer than, number, count, subitise, recognize, part, whole, altogether, one more, add, more, one less, less, subtract, take away, composition, total, bonds, double, same, two times as many, pair, groups, twos, odd, even

Growing 6, 7, 8 Six, 6, seven, 7, eight, 8, ten frame, represent, how many?, one more, more, add, pattern, one less, less, subtract, take away, composition, count, altogether, part, whole, pairs, groups, two's, odd, even, double, twice as many, total, combine, subitise, recognize.	**Explore 3D shapes** 3D, 2D, shapes, surface, flat, faces, curved, sort, cube, cuboid, sphere, cone, cylinder, pyramid, almost/ near, pattern, repeat, copy, continue, next, what do you notice?, environment

Learning Sequence	
Alive in 5	• Introduce zero • Find 0 – 5 • Subitise 0 – 5 • Represent 0 – 5 • 1 more/ 1 less • Composition • Conceptual subitising to 5
Mass and capacity	• Compare mass • Find a balance • Explore capacity • Compare capacity
Growing 6, 7, 8	• Find 6, 7 and 8 • Represent 6, 7 and 8 • 1 more/ 1 less • Composition of 6, 7 and 8 • Make pairs- odd an even • Double to 8 (find a double) • Double to 8 (make a double) • Combine two groups • Conceptual subitising
Length, height and time	• Explore length • Compare length • Explore height

	• Compare height • Talk about time • Order and sequence
Building 9 and 10	• Find 9 and 10 • Compare numbers to 10 • Represent 9 and 10 • Conceptual subitising to 10 • 1 more/ 1 less • Composition to 10 • Bonds to 10 (2 parts and 3 parts) • Make arrangements of 10 • Doubles to 10 (find and make a double) • Explore odd and even
Explore 3D shapes	• Recognise and name 3D shapes • Find 2D shapes within 3D shapes • Use 3D shapes for tasks • 3D shapes in the environment • Identifying more complex patterns • Copy and continue patterns • Patterns in the environment

Assessment milestones

I can discuss composition of numbers to 10, showing some automatic recall of number facts. I can confidently subitise rather than count small groups of objects. I can subitise to 5 using familiar concept images.	I can count on from a given number to 20 and back from a given number 0 - 10. I can show accuracy when counting a group of objects, showing 1 to 1 correspondence & confident application of the cardinal principle. I can say the number one more/less than a given number 1 - 10. I can explore sharing into equal groups in practical contexts, commenting on what I notice.	I understand yesterday/today/tomorrow. I can recite days of the week. I can use and understand *before/after.* I can select, rotate and manipulate shapes to match a picture, fit an outline or create patterns.

	I can understand the term equal when comparing two groups of objects.	I can continue a simple AB, ABC pattern.