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Specific Area	Area of learning: Maths- Autumn					
	Numbers to 5 (3 weeks)	**Comparing groups within 5 (2 weeks)**	**Shape (3D and 2D shapes) (2 weeks)**	**Change within 5 (2weeks)**	**Number bonds within 5 (1 week)**	**Space (1 week)**
Preschool (F1) Objectives	• Number names 1,2 and 3	• Counting to 5	• Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) • Using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.	• Secure with one-to-one • Correspondence of numbers to 5 • Count up to 5 objects accurately • Understand what the word more / less means	• Count to 5 confidently • Use vocabulary such as More, fewer, same and different • Finding one more and one less within 5	• Follow a set of simple instructions • Follow instructions using simple positional language • Use positional language in everyday tasks to reinforce its use
Reception (F2) Objectives	• Count reliably to 5 and recognise the numerals 1, 2, 3, 4 and 5. • Recognise different representations of numbers up to 5, • Understand that even if the order or arrangement changes, the number stays the same.	• Language of more and fewer by comparing groups of up to 5 objects presented in different ways, including dice formation. • That groups of objects can have the same amount in them, even if they look different.	• Describing and comparing 3D and 2D shapes. • Shapes and their properties with a focus on rolling and stacking with 3D shapes and viewing 2D shapes in different orientations.	• How to find one more and one less than a number within 5 in the context of a first, then, now story structure. • Use of pictures, objects and a five frame to show what is happening.	• Use the language of wholes and parts • Use physical differences and number bonds to 5 to split a whole into two parts.	• Introducing and reinforcing positional language • Use positional and directional language to follow and give instructions
Teaching Sequence	• Counting 1,2 and 3 • Counting 4 • Count up to 5 objects reliably • Understand that numbers can be shown in different representations • Recognise the numerals 1, 2, 3, 4 and 5 • Match groups of objects to the correct numeral • Comparing quantities of identical objects	• Noticing inequality of groups • Comparing groups using more and fewer • Identifying more and fewer in different representations • Finding something that has more or fewer • Comparing groups • Comparing groups of non-identical objects using one-to-one correspondence • Comparing groups by matching or subitising • Representing and comparing groups in a variety of ways	• Exploring properties of everyday shapes • Exploring, describing and comparing the properties of 3D shapes • Similarities and differences between 3D shapes • Naming 2D shapes • Identifying 2D shapes and describing similarities and differences • Identifying 2D shapes within 3D shapes • Identifying 2D shapes in different contexts	• Adding one more • Exploring one more, with numbers to 5 • Finding one less • Exploring one less, with numbers to 5	• Splitting a group of objects into two groups • Breaking a whole into two distinct parts • Recognising different representations of two parts • Finding different ways to break groups into parts • Finding number bonds to 3, 4 and 5	• Understanding positional and directional language in practical contexts • Using positional language to describe the position of items • Describing movement using the language up, down and across • Using directional and positional language to describe a route
Key Vocabulary and Terminology	• 1, 2, 3, 4, 5, one, two, three, four, five, number • Count, count forwards, count backwards • How many, total, altogether • Five frame, • Cube • Same, different • Next, after, arrange	• One, two, three, four, five, 1, 2, 3, 4 5 • More, fewer, same, different, every • Count, represent, match, sort, compare • Equal, less than, fewer than, greater than, more than, equal amount	• Roll, stack, push, curved, straight, round, • Corners, face, edge, sides • Square, rectangle, circle, triangle • Sphere, cube, cuboid, cylinder, cone • Big, little, flat, like a box, like a can, slides, pointy • Odd one out, same, difference, different properties • Characteristics	• One, two, three, four, five, 1, 2, 3, 4, 5, none, zero • Count, forwards, backwards, how many • First, then, now • One less, one more, order, fewer, take away, add, altogether • Number story, represent, five frame	• One, two, three, four, five, 1, 2, 3, 4, 5 • Group, parts, whole, part-whole model • How many, count/counting, more than • Same, different	• In, on, below, under, above, in front of, behind, next to • Up, down, across, forwards, backwards
Key Representations	• Five Frame • Multilink cubes	• Five Frame • Multilink cubes	• 2D shapes • 3D shapes	• Five Frame • Multilink cubes	• Multilink cubes • Hula hoops • Part – whole model	• 2D shapes • 3D shapes

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Continuous Provision	• Matching groups of objects to a number - Classroom - Provide large numerals 1–3. Encourage children to collect groups of 1, 2 or 3 objects from around the classroom or the outside area. Ask them and place their collections with the correct numeral. • 1, 2, 3 display - Split a large display board into 3 sections. Number them with a large numeral, 1, 2 and 3, and a corresponding representation of this number. Ask children to bring or draw pictures that represent 1, 2 and 3 to stick them on to the relevant part of the board. • Classroom rules - Ask: How many can play at the water table/sand pit/in the home area at one time? Make signs with children to display in these areas using the numeral and a picture of the number of children, to indicate the number of children allowed to play in any of the areas at one time.	• Comparing fruit - Put some of the same fruits in two fruit bowls. Ask: Which bowl has more bananas [or apples or oranges]? Encourage children to estimate first before lining the fruit up to check. • Comparing children Arrange children to sit in two rows. Ask: Are there more children in the front row or the second row? Can you check by lining up? • Comparing bikes Make 5 parking spaces for some bikes. Before tidying up, ask: Are there more bikes in the parking spaces or in the playground? How can you check? • Set the table - Children set the table for a given number of children (up to 5). Have up to 5 plates, cups, sets of cutlery, napkins. Plates, cups, cutlery, napkins • Equal bags - There are 5 apples in one bag and 2 in another bag. Ask: Can you make the bags equal? • Comparing collections Collections for children to sort and compare, identifying where there is more, less, fewer or the same.	• Building towers - Ask children to decide which are the best shapes to use to build the tallest tower. • Obstacle course - Help children to complete an obstacle course that uses 3D shapes: rolling balls around cones, hopping over bricks, crawling through cylinder tubes. • Bowling - Set up a bowling game using a variety of 3D recycled materials. Which shapes fall over easily? Which shapes are harder to make fall over? • Playdough shapes - Children make their own models using playdough. Which are the easiest to make? Which are harder to make?	• Set the table - Set the table for 3 people then explain that one more / one less person is coming for lunch so what do they need? • Find one more / one less- Children take a number then find things to make one more / one less than their number. • Build a tower - Have pictures of towers that are 2, 3 and 4 blocks tall. Challenge children to build a tower that is one block taller / one block shorter	• Bowling - Set up a bowling activity using up to 5 items. Ask children to partition the items that are left standing and those that fall over. Spark discussion about the whole and the parts. • Playdough birthday cakes - Make sets of up to 5 playdough cakes, decorating each cake with one candle, using two different colours of candle. Encourage children to draw or complete part-whole models to show the two colours. • Bean bag throwing - Choose a small number of bean bags (up to 5). Ask children to attempt to throw all 5 bean bags into a hula hoop. Next, ask children to count how many land in the hoop and how many miss. Ask: How many bean bags did you start with? How many landed in the hoop? How many missed? How can you put the bean bags into two groups or parts?	• Treasure hunt - Show children a small 'treasure chest' and ask a child to hide it somewhere in the classroom. They then give instructions to another child, who finds it. Other children draw a map to show the way to the treasure. • Doll's house -Empty the doll's house and ask children to redesign the rooms following some key instructions that could be given by a teacher or a recorded message, for example: The bedroom is above the kitchen. There is a person on the bed. There is a lamp behind the settee. • Obstacle course - Challenge children to create an obstacle course in the outdoor area. They model how to use the course, using key language: under the boxes, through the tunnel, over the bench.
Assessment Outcomes	Number ELG: • Have a deep understanding of number to 10, including the composition of each number • Subitise (recognise quantities without counting) up to 5 Listening, attention and understanding ELG: • Make comments about what they have heard and ask questions to clarify their understanding	Number ELG • Have a deep understanding of number to 10, including the composition of each number • Subitise (recognise quantities without counting) up to 5	Mathematics DM statement: • Select, rotate and manipulate shapes in order to develop spatial reasoning. • Build, describe and sort common 3D shapes (sphere, cylinder, cone, cube, cuboid) • Match 3D shapes to their 2D prints and name each of these regular 2D shapes	Number ELG: • Have a deep understanding of number to 10, including the composition of each number	Number ELG • Have a deep understanding of number to 10, including the composition of each number • Automatically recall numbers bonds up to 5 and some number bonds to 10, including double facts	Mathematics DM statement: • Select, rotate and manipulate shapes in order to develop spatial reasoning skills.

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Specific Area	Area of learning: Maths- Spring						
	Numbers to 10 (2 weeks)	**Comparing numbers within 10 (1 week)**	**Addition to 10 (1 week)**	**Measure (Length, Height, Weight) (2 weeks)**	**Number bonds to 10 (2 weeks)**	**Subtraction (1 week)**	**Exploring patterns (2 weeks)**
Gateway Skills and Knowledge	• Relate amounts of concrete materials and abstract numbers to one another. • The ability to make numbers they are familiar with on the five frame.	• Counting forwards and backwards to and from 10 • Match the numerals to the quantity	• Count a group of objects accurately • Identify similarities and differences between two groups of the same type of objects • Identify the parts and the whole on a part-whole model	• Understanding of longer / shorter and heavier / lighter • Make comparisons between objects relating to size, length, weight and capacity	• Count up to 10 objects • Understand that numbers can be partitioned into pairs or groups of smaller numbers? • Secure with number bonds to 5 • Match the numerals 1–10 to the correct quantity • Understand that numbers can be partitioned into pairs or groups of smaller numbers? • Show a bond to 10 on a ten frame using two colours of counters?	• Count up to 10 objects • Understand that groups can be split into smaller parts • Addition number bonds to 10 • Understand parts being removed as a form of subtraction	• Familiar with the language repeats and patterns • Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. • Describe a pattern in terms of which element repeats (colour, pattern, shape, size)
Mastery Skills and Mathematical Knowledge	• The ability to recognise, represent and manipulate numbers to 10.	• Practising the skill of comparing groups of objects up to 10, using the key mathematical vocabulary of more, fewer, more than and less than	• One more and one less • Introduction to the part-whole model to ensure confident mastery of the skill of combining two groups to find a whole up to 10.	• How to compare two or more items using the vocabulary of measure and will begin to use non-standard measures to measure then compare items.	• Confidently use the vocabulary of number bonds and addition • Accurately identify pairs of numbers with a total of 10 • Use a ten frame and a part-whole model to represent bonds to 10 • Understand that if 8 and 2, for example, make 10, then so must 2 and 8	• Recognise, understand and use the vocabulary linked to number bonds and subtraction • Understand the structure of subtraction and finding a missing part • Identify how many are left when a variety of numbers are subtracted from 10 • Begin to see the inverse relationship between addition number bonds to 10 and subtraction number bonds to 10	• Recognise and describe patterns, • Continue patterns and make their own patterns • Translate or copy patterns from one form to another; such as from a colour pattern into an action, sound or shape pattern
Teaching Sequence	• Counting to 8 • Cardinality to 8 • Counting different representations up to 8 • Representations of 8 • Counting to 8 using abstraction • Cardinality of 9 and 10 • Counting up to 10 • Counting different representations up to 10 • Different representations of 9 and 10 • Count up to 10 from a larger group	• Compare groups up to 10 • Compare and represent numbers to 10 • More than and fewer than • How many more? • Finding the difference	• Recapping the language of parts and wholes • Combining two parts to make a whole • Identifying the whole • Exploring misconceptions using the part-whole model • Number stories using the part-whole model to 10	• Introduction to length – longer and shorter • Comparing lengths using longer and shorter • Understanding the relationship between length and height • Understanding that objects need to be straight in order to compare them accurately; selecting an appropriate unit of measure • Using non-standard units to measure distance • Understanding that on a balance scale the heavier person or object tips down and the lighter one goes up • Comparing the weights of two objects where the heavier object is bigger • Comparing the weights of two objects that are a similar size • Comparing the weights of two objects where the heavier object is smaller	• Exploring the composition of 10 • Exploring the composition of 10, moving from concrete to pictorial representations • Exploring the composition of 10 by reinforcing different representations of 10 • Using knowledge of number bonds to 10 to work out how many more • Consolidating number bonds to 10 • Composition of 10 • Using the part-whole model to break 10 into two parts • Identifying whole and parts when variation is a factor • Using number bonds to 10 to break a whole into parts	• Identify number bonds to 10 • Using subtraction to identify a missing part to 10 • Using subtraction to identify a missing part to 10 when variation is a factor • Using number bonds to identify missing parts • Explore different number bonds to 10 to consolidate understanding	• Exploring simple AB patterns with objects • Continuing a simple pattern • Discovering that patterns can vary • Creating patterns • Recognising patterns and representing them using different objects • Exploring ABB patterns • Continuing an ABB pattern • Discovering that patterns can vary • Creating patterns • Recognising patterns and representing them using different objects

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				• Using non-standard units to measure the weight of objects	• Exploring all the different number bonds to 10 to consolidate understanding		
Key Vocabulary and Terminology	• One, two, three, four, five, six, seven, eight, nine, ten, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 • Ten frame, count, how many, total, altogether • Count forwards, count backwards • Same, different, odd one out • More, fewer, collections, group • Dice, method	• More, fewer/fewest • Greater/greatest, smaller/smallest, large/largest, taller/tallest, shorter/shortest • Compare, how many/how many more, different/difference	• Count, part, whole, • Altogether, how many, total • 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 • Addition, adding together, counting • More, fewer	• Large/larger/largest, bigger, small/smaller • Longer/longest, shorter/shortest, tall/taller/tallest, further/furthest • Heavy/heavier/heaviest, light/lighter/lightest • Same, different, amount, widest, thinnest • Length, width, height, weight • Equal, the same, balanced, balance scale • Estimate, predict, check, measure, compare, order	• Group, count, counters, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 • How many altogether, how many more, how many fewer, more than, fewer than, less than, each • Ten frame, part-whole model, whole, part, • Bead string • Missing number, one more, one less, add, number bond to 10	• Altogether • whole • Leave • Left • Take away • Part • Group • Count • How many • Total • Subtract • Break • Number bond • Recombine • Add • Make	• Next, continue • Repeat/repeats, unit of repeat, core • Cube, round • Pattern/patterns • Complex, size, shape, colour, action, elements • Bigger, smaller, same, different, tall, short, stripes, squares
Key Representations	• Ten frame • Counters • Multilink cubes • Box of buttons	• Ten frame • Multilink cubes • Counters	• Hula hoops • Pots, soil, seedlings • Counters • Multilink cubes • Part-whole models	• Multilink cubes • Playdough • Pencils of different lengths • Chalk or tape, crayons, ribbons or ropes of varying lengths • Balance scales • Everyday objects for weighing and comparing • Fruit • Tennis balls • Teddies • Wooden blocks • Toy cars • Balloons	• Double-sided counters or counters in two colours • Drinking bottles • Ten frames • Blank part-whole model • Multilink cubes	• Part-whole model • Counters	• Multilink cubes • Beads (spherical and cube) • Buttons • 3D shapes • A variety of objects with which to build patterns
Continuous Provision	• Counting legs - Provide a selection of model animals and encourage children to sing the song from the Stimulus about animals and counting legs. • Making spiders - Make spiders out of paper plates, lolly sticks or pipe cleaners, and stick-on eyes. The spiders should have 8 legs. • Number detectives - Encourage children to collect boxes of a specified number of items (6–8). These items could be hidden around the classroom. Children represent these with counters and on ten frames. • Planting seeds - children plant seeds. They can count out up to 8 seeds and plant them outside or into individual plant pots in the classroom. Take a photo. • Matching numerals - Children match the digit cards 1–10 to transparent containers containing that number of objects. • Counting bean bags - Children roll the dice and then throw that	• Tallest tower - Challenge children to build the tallest tower possible using 5 blocks. This encourages children to understand that even though there is the same number of blocks, the tower may be a different height. Children consider how the height of the block affects the height of the tower. • Setting the table Give children plates and cups (making sure there are not the same number of each) to set the table. Ask: Are there more plates or cups? How many more? • Bean bags -Place some hula hoops around the outside area, each with a digit card inside or a card with a number represented in dots. Children identify the number and try to throw the same number of bean bags into each hoop. Take the digit cards out and let children choose how many bean bags to throw into each hoop and then choose the digit card to match each hoop. Discuss which hoops have more or fewer bean bags.	• Hoops - Tape hula hoops to the floor in the shape of a part-whole model. Encourage children to use the hoops to create their own number stories. Provide a variety of objects and ask children to sort them into the hoops. Ask: What are the parts? What is the whole? How many have you got altogether? • Sorting and counting - Provide a variety of sets of items for children to sort into two parts. They count parts and recount to find how many altogether. • How many cubes? - In pairs, children each take a small handful of cubes and count them. They compare and combine with their partner. Ask: Who has the most? How many do you have altogether?	• Is it long enough? - Provide a selection of jars of different heights and spoons of different lengths. Ask: Could you scoop out something from the bottom of this jar with this spoon? If not, why not? • Same length - Ask children to search for items that are the same length or height as a tower of 2–10 multilink cubes. • Can you measure? - Ask children to measure strips of paper of varying lengths using a piece of string. Can they determine which strip is longer or shorter than the string? • Exploring weight with • Balance scales - Provide sets of balance scales with lots of interesting items for children to weigh and compare, allowing them time to investigate and explore. • Investigating weight - Provide children with buckets with a strong elastic band looped through the handle for them to hold. Encourage children to place objects into their bucket and see how far the elastic band stretches	• Spots on the ladybird - Provide large laminated ladybirds and counters in two colours. Ask children to use the counters to put 10 spots on the ladybirds. How many ways can they find to do this? • Skittles -Arrange the 10 bottles like skittles. Children take turns to roll a ball to knock them down. They should choose how to record the number of skittles standing and fallen using • Pictures, numerals or other representations. • How many am I hiding? - Show children a bead string with 10 beads. Establish that there are exactly 10 beads. Cover some with your hand and show children the remaining beads. Children use various strategies to find the hidden number. They could then play independently in pairs or small groups. • Birthday cupcakes - Children work in small groups to decorate a playdough cake with 10 candles to represent a number bond to	• Treasure - Put children in teams. Each team should have a chalked or hoop part-whole model with 10 beanbags in the whole circle. On the whistle, children should take it in turns to move one beanbag at a time into the part circle. After 5–10 seconds, blow the whistle to signal the children to stop. The first team to identify the subtraction number bond shown with their part-whole model wins the point. Reset the beanbags and play again. • Shopkeepers - Provide children with shop resources: till, 1p coins, items with price tags etc. Ensure all items are priced within 10p. When children are 'paying' for items, encourage them to state how much money they had, how much money they gave away to the shopkeeper and how much money they have left. You could give more confident children 10p coins and the shopkeeper could	• Make a pattern - Children build AB patterns, repeating the pattern three times, using a variety of objects in the classroom. When children have created a pattern they can swap with a partner and continue their partner's pattern. • I spy patterns! - Children hunt for patterns they can see inside and outside. • Lining up - Ask children to line up in an AB pattern using suggestions such as facing backwards and forwards, facing alternate ways, standing and squatting, long-sleeved and shortsleeved shirts, arms up and arms to the side. • Patterns with shapes - Ask children to build and continue more complex patterns using a variety of shapes. Allow them to leave the patterns out so that others can continue them.

	number of bean bags into the hula hoop. They then count how many they actually got in the hoop.				10. Each group has 20 candles, 10 in one colour, 10 in a different colour. Ask: How many different ways can you show 10? • Bead strings - In pairs, children use a bead string to show and record all the number bonds to 10. They should start with 10 and 0, move one bead to show 9 and 1 then 8 and 2. Continue to 1 and 9 and finally 0 and 10. They can record each bond using digit cards. • Hoops - Give pairs or small groups of children 10 bean bags and 2 hoops. They take turns to throw the bean bags into either hula hoop until all the bean bags are in the hoops. They use digit cards to record the number bond shown. Repeat. • Plates of fish - Give pairs of children 3 plates and some shapes to stick on to represent the fish. They make a part-whole model to show a bond to 10 in the two parts and 10 in the whole.	give them change in pennies. • Buried treasure - Have 10 objects that can be buried in the sand. Ask children to look away and count to 10. Whilst children are counting, hide some of the objects under the sand. Once children are ready, get them to identify how many there were at the start, how many are left and therefore work out how many must be hidden. Once an answer has been worked out, children can dig for the treasure to see if they were correct. • Quick cards - Shuffle a set of 0 to 10 digit cards and put them face down on the table. Tell children that you will turn a card over and the first child to tell you what would be left if you took the amount on the card away from 10 wins a point. The winner is the first child to gain 10 points.	
Assessment Outcomes	Number ELG: • Have a deep understanding of number to 10, including the composition of each number • Subitise (recognise quantities without counting) up to 5 Numerical Patterns ELG: • Verbally count beyond 20, recognising the pattern of the counting system	Number ELG: • Have a deep understanding of number to 10, including the composition of each number • Subitise (recognise quantities without counting) up to 5 Numerical Patterns ELG: • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity	Number ELG: • Have a deep understanding of number to 10, including the composition of each number • Subitise (recognise quantities without counting) up to 5 • Automatically recall number bonds up to 5 and some number bonds to 10, including double Facts Numerical Patterns ELG: • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity	Mathematics DM statement: • Compare length, weight and capacity.	Number ELG: • Have a deep understanding of number to 10, including the composition of each number • Subitise (recognise quantities without counting) up to 5 • Automatically recall number bonds up to 5 and some number bonds to 10, including double facts	Number ELG • Have a deep understanding of number to 10, including the composition of each number • Subitise (recognise quantities without counting) up to 5 • 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	Mathematics DM statement: • Continue, copy and create repeating patterns.

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Specific Area	Area of learning: Maths- Summer						
	Counting on and counting back (2 weeks)	**Numbers to 20 (1 week)**	**Numerical patterns (3 weeks)**	**Shape (Composing and decomposing shapes) (1 week)**	**Measure (Volume and capacity) (1 week)**	**Sorting (1 week)**	**Time (1 week)**
Gateway Skills and Knowledge	• Accurately count to 10 • Recognise and identify numbers to 10 • Accurately count using one-to-one correspondence • An understanding of cardinality	• Confident counting forwards and backwards from 10	• Count confidently to 10 • Recognise when groups of objects are the same and different • Able to ssubitise • Recognise equal groups • Count out up to 10 objects accurately and represent numbers on a five frame • Understand the concept of a fair share	• Names of 2D shapes • Properties of 2D shapes	• Make comparisons between objects relating to size, length, weight and capacity	• Describe the characteristics of a familiar object in terms of colour, pattern, shape and size • Familiar with the language 'same' and 'different'	• Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'
Mastery Skills and Mathematical Knowledge	• Counting forwards and backwards from a given number in order to add and subtract	• Count to 20 and back to 0, identify one more and one less, and compare and represent numbers	• Mathematical patterns of doubling, halving and odd and even numbers.	• Recognise common 2D shapes (triangles and squares) • Recognise that shapes can be put together to build a new shape • Build and represent a new shape by combining two or more shapes • Make a link to how numbers and shapes can be partitioned	• Describe the capacity of objects using everyday language • Visually compare capacity using taught vocabulary • Solve problems involving and capacity	• Sort up to 5 objects into two groups • Describe how they have sorted the objects • Know that there is often more than one way to sort a collection • Understand that a collection can be sorted into more than two groups	• Order three familiar events from their day • Discuss what is happening in each picture • Use the language related to time: before, after, next, then, later
Teaching Sequence	• Counting fluently to 10 • Counting on • Applying a first, then, now story structure to adding by counting on • Creating addition stories to practise flexible counting on • Counting fluently backwards from 10 • Counting back a given amount • Exploring the inverse relationship of counting on and counting back • Creating subtraction stories to practise flexible taking away	• Counting beyond 10 • Counting to 20 using ten frames • One more and one less (being flexible with numbers 11–20) • Comparing numbers to 20 • Representing numbers to 20	• Introducing the concept of double • Recognising a double • Identifying a double where the arrangements of the two groups are not identical • Finding all double facts up to double 5 • Applying double facts in new contexts • Understanding the concept of sharing • Sharing • Using sharing to find half • Spotting halving patterns • Using patterns to predict half • Understanding the importance of equal groups for fairness • Understanding that some groups of items cannot be shared equally into two equal groups • Beginning to recognise odd and even numbers • Recognising that there is a pattern in odd and even numbers • Applying knowledge of odd and even numbers	• Looking at pattern blocks to see that new shapes can be made by combining shapes • Exploring how a shape can be decomposed into other shapes using paper folding activities • Experiencing building a combination of shapes as a single new shape • Combining different pattern blocks to compose a hexagon • Talking about 2D and 3D shapes and their attributes	• Understanding that volume can be measured in cups • Recognising when a container is full • Comparing volume by identifying the more and less full of two identical containers • Comparing the capacity of containers of different sizes and shapes • Using non-standard units to measure capacity	• What's the same and what's different? • Sorting objects where there are two distinct groups • Discovering that there is more than one way to sort • Sorting objects in more than one way • Sorting collections of objects	• Why do we need to tell the time? • Ordering familiar events in a typical day • Begin to describe familiar events in order, using the language of time • Begin to use the language before and after, and be able to look at the • Order of events flexibly, from last to first, as well as from first to last • Use the language of time and realise the importance of sequence

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Key Vocabulary and Terminology	• 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, number • Count on/count back, move forwards, go back, jump forwards, jump back • More, less, before, after • Add, take away • Forwards, backwards, direction, moves, jumps • Start, stop, first, then, now, finish • Altogether, total • Number track, dice Llargest, smallest, possibilities	• Eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, • 11, 12, 13, 14, 15, 16, 17, 18, 19, 20 • Count/count on/count back, forwards, backwards • Represent, show • More, less, fewer, how many, altogether • Largest, smallest • Order, compare	• Double, equal groups, double facts, doubling • More, same, different, continue, pattern, next, predict • How many, altogether, count, groups, more, fewer, less, • Amount, teams • Five frame, counters, dice, domino, number track, represent • Half, halving, share, fair share, equal, each, uneven, • Unequal, fair, solution • Odd, even, odd number, even number	• Puzzle • Triangle, square • Fold/open • Count, how many • Build • Turn • Same/different	• Full, nearly full, not full, half full • Empty, nearly empty, half empty • More, most • Less, least • Nothing, none • Same, equal • Different • Amount • Fill, pour, empty • Wide, wider, widest • Narrow, narrower, narrowest • Tall, thin • Short, fat • Estimate, predict • Measure, check • Compare	• one, two, three, four, five, 1, 2, 3, 4, 5 • Sort, group, object • Same, different, odd one out • Size, shape, colour, pattern, triangle, square, bigger, smaller, counter, cube • How many, more than • Describe, explain	• First, next, later, then • Before, after, every day • Time, clock face, o'clock • Order, timetable, sequence
Key Representations	• Multilink cubes • Counters • Number tracks • Ten frames • Board game playing pieces	• Ten frame • Counters • Multilink cubes	• Counters (in two colours or double sided) • Five frames • Dice • Dominoes • Large punnet of strawberries (one strawberry per child), bowls, • PE equipment (bean bags, buckets) • Pairs of five frames • Pairs of ten frames	• Pattern blocks, either solid or paper • Pattern blocks templates of a dog and an insect • Pattern block template of a simple puzzle • Pattern blocks template of a square • Square pieces of paper	• Water, sand, a range of liquids and contents with different textures and viscosities, buckets, jugs, cups, bottles and a selection of different shaped/sized containers (some with the same capacity)	• Paintbrushes, glue spatulas, variety of objects from the classroom that can be sorted into groups based on physical characteristics of colour, size or shape: coloured counters in two different colours and sizes, crayons, pencils, toy vehicles	• Pictures or photographs of different times of the day • Variety of clock faces

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Continuous Provision	• Getting on the bus - Provide play people to place on a bus or other mode of transport. Encourage children to use the first, then, now story structure to describe the number of people on board. Model the scenarios on a number track with counters to reinforce the skill of counting on to find the answer. Support children by giving them specific numbers to use or a certain number of people. • Lining up - When lining up, at various points in the day, orally rehearse first, then, now stories to count how many children are in the line. • Singing -Sing songs that involve counting back from 5 or 10. • Count down to …While doing morning routines, the class could have a number track counting down to an event. . Each morning model counting back one day on the number track and ask: How many days were you waiting at first? Then, how many days did you count back? Now, how many days are left?	• 20 passes - In pairs, children pass the ball to each other 20 times. They count as they pass and step further back after 20 successful catches in a row. • Hide and seek - Children work in pairs or small groups. Encourage one child to count to 20 while the others hide. Repeat counting backwards from 20. • Two groups - Decide on a way to split children into two groups (4-year-olds or 5-year-olds, long hair or short hair). The first group places their name cards on two enlarged ten frames. The second group places their name cards on another two ten frames. As a class, work out how many there are in each group. Ask: Does one group have more children? • Sticker chart - Create a class sticker chart lwith two blank ten frames. Explain to the class that they will get a sticker on the chart for good effort. When the chart is full they will get a reward (for example, playing a favourite game). Start each day by asking: How many stickers have you got? How many do you still need?	• Matching groups - Children take turns to group a small number of objects (up to 5), Their partner then replicates the objects to double them. • Double butterflies/ Ladybirds - Encourage children to paint butterflies. Once the background is dry, they can add the same number of spots to each wing to create a double. A similar activity can be done using paper plates to make ladybirds with the same number of spots on each wing. • Dominoes - Provide some classic dominoes for children to explore. They can play dominoes by matching them end to end, or sort into doubles and non-doubles. • Towers - Give pairs of children 10 blocks and ask each child to build a tower with half of the blocks. Ask: If they look different, are they still in two equal groups? • Sharing out equipment - Children practise sharing out up to 10 bean bags, hoops or soft balls between two teams. Ensure they are given an even number of items to share. • Odd or even groups? - Provide odds and evens cards with pictures of groups of objects for children to sort into odd and even sets. Encourage children to use whiteboard markers to draw circles around equal groups	• Pattern block puzzles - Provide simple pattern block puzzle sheets that are colour coded for children to build/ compose recognisable images • Colouring pages - Ask children to 'find' shapes inside the square. They can locate small, medium and large triangles, small and medium squares, rectangles, and even a trapezium! • Hexagon building - Provide pattern blocks and challenge children to build the hexagon using combinations of other pattern blocks (green triangles, red trapeziums, blue rhombi). • Finding 2D shapes – Ask children to predict what 2D shape the 3D block will make if pressed into the sand or playdough. Can they choose which ones will make a square, a triangle or a circle?	• Fill up the jugs - Set up some challenges for small groups of children to explore. Ask: How many cups will fill up this jug? Which of these containers holds the most sand? How many spoonfuls of sand fill this cup? • Pouring drinks - Ask children to 'pour drinks' for other children. Can they make the cups nearly full? Can they put the same amount of water in each cup? • Fill the containers - Provide bags of various dry ingredients for children to put into containers. Encourage children to choose from a selection of utensils to use to fill the containers. Ask: Which utensil is best for moving the rice /pasta / lentils? How many of each utensil do you think you will need to fill this container with rice /pasta / lentils?	• Button collection - Children sort buttons into groups and give rules to their groups (colour; number of holes; large or small). • Let's tidy up! - Children sort resources around the classroom into clearly labelled baskets, boxes, trays or pots. • Washing up - Children sort painting utensils into groups ready for washing up: brushes (large and small), glue spatulas, glue or paint pots.	• Clock faces - Draw attention to clocks at different times of the day, for example: Look, it's 12 o'clock, it is time for lunch. • Visual timetable - Make a display board of o'clock times relating to the school day, including clock faces showing the times. Ask children to match the photos to the correct time of day by discussing and sequencing the day's events. • Nocturnal animals - Read books and create pictures of nocturnal animals. Use these as a prompt for discussion about day and night and the difference between them.
Assessment Outcomes	Number ELG: • Have a deep understanding of number to 10, including the composition of each number Numerical Patterns ELG: • Verbally count beyond 20, recognising the pattern of the counting system	Numerical Patterns ELG: • Verbally count beyond 20, recognising the pattern of the counting system • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity	Numerical Patterns ELG: • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally Mathematics DM statement: • Continue, copy and create repeating patterns.	Mathematics DM statement: • Select, rotate and manipulate shapes in order to develop spatial reasoning. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.	Numerical Patterns ELG: • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity Physical Development ELG: • Demonstrate strength, balance and coordination when playing • Use a range of small tools, including scissors, paint brushes and cutlery	Numerical Patterns ELG: • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity	Speaking ELG: • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. Past and Present ELG: • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class

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