

| Autumn   |  |   |  |
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| <p><b>Getting to Know You</b><br/>Interacting with the children in continuous provision.</p> <p>Providing children with rich opportunities to explore mathematics.</p> | <p><b>Phase 1<br/>Just Like Me</b><br/>Match and Sort</p> <p>Compare Amounts</p> <p>Compare size, mass and capacity</p> <p>Exploring Pattern</p>   | <p><b>Phase 2<br/>It's Me 1,2,3</b><br/>Representing 1,2 and 3</p> <p>Comparing 1,2 and 3</p> <p>Circle and Triangles</p> <p>Positional Language</p>  | <p><b>Phase 3<br/>Light &amp; Dark</b><br/>Representing Numbers to 5</p> <p>One more/one less</p> <p>Shapes with 4 sides</p> <p>Time</p>   |
| End of Unit Goals  |  |   |  |
| <p>Baseline Assessments</p>  | <p>Children will match and sort a range of objects using different criteria.<br/>Children will compare two small groups of up to 5 objects, saying when there are the same number of objects in each group.<br/>Children will explore contexts, find the longer or shorter, heavier, or lighter and more/less full of two items.<br/>Children will explore and add to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC).</p> | <p>Children will subitise one, two and three objects (without counting)<br/>Children will count up to three items, recognising that the last number said represents the total counted so far (cardinal principle).<br/>Children can identify a circle and triangle identifying some of their properties.<br/>Children will use positional language to describe where an object/person is.</p> | <p>Children will subitise up to 5 (without counting)<br/>Children will count up to five items, recognising that the last number said represents the total counted so far (cardinal principle).<br/>Children will understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Children will be able to identify and name four sided shapes e.g. square and rectangle, identifying some of their properties.</p> <p>Children will increasingly be able to order and sequence events using everyday language related to time.</p> |

| Spring   |  |   |                                 |
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| <p><b>Phase 4<br/>Alive in 5</b><br/>Introducing zero</p> <p>Comparing numbers to 5</p> <p>Composition of 4 &amp; 5</p> <p>Compare Mass</p> <p>Compare Capacity</p>  | <p><b>Phase 5<br/>Growing 6,7,8</b><br/>6, 7 &amp; 8</p> <p>Making pairs</p> <p>Combining 2 groups</p> <p>Length &amp; Height</p> <p>Time</p>  | <p><b>Phase 6<br/>Building 9 &amp; 10</b><br/>9 &amp; 10</p> <p>Comparing numbers to 10</p> <p>Bonds to 10</p> <p>3D-shape</p> <p>Pattern (2)</p>   | <p><b>Consolidation</b></p>     |
| End of Unit Goals  |  |   |                                 |
| <p>Children will explore the composition of numbers 4 and 5. Children will Link the number symbol (numeral) with its cardinal number value.</p> <p>Children will explore contexts, find the heavier, or lighter and more/less full of two items.</p> | <p>Children will compare two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. <i>You've got two, I've got two. Same!</i></p> <p>Children will explore the composition of numbers to 10. Children will point or touch each item, saying one number for each item, using the stable order of 1,2,3,4,5.</p> <p>Children will link the number symbol (numeral) with its cardinal number value. Children will match the numeral with a group of items to show how many there are</p> <p>Children will explore contexts, find the longer or shorter, heavier, or lighter and more/less full of two items.</p> <p>Children will increasingly be able to order and sequence events using everyday language related to time.</p> | <p>Children will automatically recall number bonds for numbers 0–5 and some to 10. Children will begin to use understanding of number to solve practical problems in play and meaningful activities</p> <p>Children will count out up to 10 objects from a larger group</p> <p>Children will match the numeral with a group of items to show how many there are (up to 10)</p> <p>Children enjoy reciting numbers from 0 to 10 (and beyond) and back from 10 to 0</p> <p>Explore the composition of numbers to 10.</p> <p>Children will respond to both informal language and common shape names.</p> <p>Children enjoy partitioning and combining shapes to make new shapes with 2D and 3D shapes</p> <p>Children will continue, copy and create repeating patterns.</p> | <p>End of unit assessments.</p> |

| Summer   |  |   |   |
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| <p><b>Phase 7</b><br/><b>To 20 and Beyond</b><br/>Building Numbers Beyond 10.</p> <p>Counting Patterns Beyond 10.</p> <p>Spatial Reasoning – Match, Rotate and Manipulate</p>  | <p><b>Phase 8</b><br/><b>First then Now</b><br/>Adding More</p> <p>Taking Away</p> <p>Spatial Reasoning – Compose and Decompose.</p>   | <p><b>Phase 9</b><br/><b>Find my pattern</b><br/>Doubling</p> <p>Sharing and Grouping</p> <p>Even and Odd</p> <p>Spatial Reasoning – Visualise and Build</p> <p>Deepening Understanding</p>   | <p><b>Phase 10</b><br/><b>On the move</b><br/>Patterns and Relationships</p> <p>Spatial Reasoning - Mapping</p> <p>Digging deeper</p>   |
| End of Unit Goals  |  |   |   |
| <p>Children will begin to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three.</p> <p>Children will count out up to 10 objects from a larger group.</p> <p>Children will count beyond ten.</p> <p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Children will predict, move and rotate objects to fit the space or create the shape they would like.</p> | <p>Children will 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. Children will explore the composition of numbers to 10.</p> <p>Children will understand the ‘one more than/one less than’ relationship between consecutive numbers. Through play and exploration, children will begin to learn that numbers are made up (composed) of smaller numbers. Children will begin to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and “+” or “-”</p> <p>“Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look.</p> | <p>Children will 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. Children will begin to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and “+” or “-”</p> <p>Children will investigate turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look.</p> | <p>Children will continue, copy and create repeating patterns.</p> <p>Children will use spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints.</p> |