

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Maths - Number and Numerical patterns</p> <p>What we are doing and how we are achieving it?</p>	<p>Join in and sing counting songs and number rhymes. Listen to and enjoy stories that involve counting.</p> <p>Count objects, sounds and actions.</p> <p>Recite numbers past 5.</p> <p>Say one number for each item in order.</p> <p>Know number names to five.</p> <p>Subitise – numbers to three.</p> <p>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>Link the numeral with its cardinal number value up to 5 (<i>match the number symbol with a number of things</i>)</p> <p><i>Early Years 'Number sense' – Subitising quantities to 3.</i></p>	<p>Join in and sing counting songs and number rhymes. Listen to and enjoy stories that involve counting.</p> <p>Count objects, sounds and actions.</p> <p>Recite numbers past 10.</p> <p>Show 'finger numbers' up to 5.</p> <p>Represent numbers to 5.</p> <p>Composition of numbers to 5 (emphasise the parts within the whole).</p> <p>Compare numbers to 5.</p> <p>Subitise – numbers to five.</p> <p>Order numbers to 5.</p> <p>Compare quantities using language: more than, fewer than.</p> <p>Link the numeral with its cardinal number value beyond 5.</p> <p><i>Early Years 'Number sense' - Subitising quantities to 5.</i></p>	<p>Join in and sing counting songs and number rhymes. Listen to and enjoy stories that involve counting.</p> <p>Recite numbers past 20.</p> <p>Represent numbers 6-9.</p> <p>Composition of numbers 6-9 (emphasise the parts within the whole).</p> <p>Compare numbers 6-9.</p> <p>Use vocabulary 'more than', 'less than' 'fewer' 'the same as' and 'equal to'.</p> <p>Explore the one more/one less relationship between consecutive numbers.</p> <p>Introduce zero.</p> <p>Making pairs.</p> <p>Link the numeral with its cardinal number to 10.</p> <p><i>Early Years 'Number sense' – Enumerating between 6 and 10 items.</i></p>	<p>Join in and sing counting songs and number rhymes. Listen to and enjoy stories that involve counting.</p> <p>Composition of numbers to 10.</p> <p>Represent numbers to 10</p> <p>Order numbers to 10</p> <p>Compare numbers to 10</p> <p>Understand the one more/one less relationship between consecutive numbers.</p> <p>Count objects to 20.</p> <p>Count out up to 20 objects from a larger group.</p> <p>Count actions or objects which cannot be moved.</p> <p>Count an irregular arrangement of up to 20 objects.</p> <p>Estimate amount of objects up to 20 and check by counting.</p> <p><i>Early Years 'Number sense' – Partitioning 2, 3, 4, 5 and 10 and 'Number bonds' for these numbers.</i></p>	<p>Join in and sing counting songs and number rhymes. Listen to and enjoy stories that involve counting.</p> <p>Automatically recall number bonds for numbers 0-5</p> <p>Understand the composition of numbers to 10.</p> <p>Recall number bonds for numbers 0–10.</p> <p>Explore addition and subtraction by counting on and counting back.</p> <p>Explore doubling: Understand that doubling is adding the same number to itself.</p> <p>Explore halving and sharing: Understand that sharing is splitting an amount into equal parts.</p> <p>Understand that halving is sharing into two equal parts.</p> <p><i>Early Years 'Number sense' – Composition of 6 – 9 and comparison of numbers to 10.</i></p>	<p>Join in and sing counting songs and number rhymes. Listen to and enjoy stories that involve counting.</p> <p>Automatically recall number bonds for numbers 0-10</p> <p>Count beyond 20 knowing the multiple of 10 and what comes next e.g 19,20,21.</p> <p>Understand the concept of odd and even numbers.</p> <p>Consolidate doubling.</p> <p>Consolidate halving and sharing.</p> <p>Be confident in comparing numbers to 10.</p> <p>Consolidate addition and subtraction by counting on and counting back.</p> <p>Sharing and grouping.</p> <p>Odds and evens.</p> <p><i>Early Years 'Number sense' - Patterns in numbers to 10.</i></p>
<p>Maths - Shape, Space and Measure</p> <p>What we are doing and how we are achieving it?</p>	<p>Match and sort</p> <p>Compare mass, size and capacity</p> <p>Explore pattern: Continue an AB pattern, copy an AB pattern, make own AB pattern.</p> <p>Spot an error in an AB pattern.</p>	<p>Use everyday language to talk about position such as 'behind' or 'next to'.</p> <p>Explore 2D shapes</p> <p>Time – Night and Day</p>	<p>Comparing mass and capacity.</p> <p>Length and height.</p>	<p>Time – Use everyday language related to time. Order and sequence familiar events.</p> <p>Measure short periods of time in simple ways.</p> <p>Explore 3D shapes</p> <p>Explore pattern: Continue an ABC, ABB patterns.</p> <p>Make own ABC, ABB patterns.</p> <p>Spot an error in ABC, ABB patterns.</p>	<p>Spatial reasoning: Select, rotate and manipulate shapes.</p> <p>Compose and decompose shapes, recognising that shapes can have other shapes within them.</p>	<p>Explore pattern: Make a pattern which repeats around a circle.</p> <p>Make a pattern around a border with a fixed number of spaces.</p> <p>Spatial reasoning: Visualise and build. Mapping.</p>