Baseline (Sept)	Autumn (Dec)	Spring (April)	Summer (June)
To be carried out	CARDINALITY AND COUNTING	CARDINALITY AND COUNTING - to 10	CARDINALITY AND COUNTING - to 10 and beyond.
in the first 3			
weeks	Counting: saying number words in sequence:	Counting: saying number words in sequence:	Recap on all numbers to 3
	Children need to know number names, initially to	Children need to know number names to 10.	
Count 5 different	five.		MEASURE
objects on a 1:1		Counting: tagging each object with one number word.	
correspondence.	Counting: tagging each object with one number	Children need lots of opportunities to count things in	Make comparisons between objects relating to
	word.	irregular arrangements. For example, how many play	weight and capacity.
Say the number	Children need lots of opportunities to count things	people are in the sandpit? How many cars have we got in	
names in order to	in irregular arrangements. For example, how many	the garage? These opportunities can also include counting	Provide experiences of size changes. Suggestions:
5?	play people are in the sandpit? How many cars	things that cannot be seen, touched or moved.	"Can you make a puddle larger?", "When you
	have we got in the garage? These opportunities		squeeze a sponge, does it stay small?", "What
Name 2d shapes	can also include counting things that cannot be	Counting: knowing the last number counted gives the total	happens when you stretch dough, or elastic?" Talk
Name different	seen, touched or moved.	<u>so far.</u>	with children about their everyday ways of
colours		Children need the opportunity to count out or 'give' a	comparing size, length, weight and capacity. Model
	Counting: knowing the last number counted gives	number of things from a larger group, not just to count the	more specific techniques, such as lining up ends of
	the total so far.	number that are there. This is to support them in focusing	lengths and straightening ribbons, discussing
	Children need the opportunity to count out or	on the 'stopping number' which gives the cardinal value.	accuracy: "Is it exactly?"
	'give' a number of things from a larger group, not		
	just to count the number that are there. This is to	Numeral meanings.	POSITIONAL LANGUAGE
	support them in focusing on the 'stopping number'	Children need to have the opportunity to match a number	
	which gives the cardinal value.	symbol with a number of things. Look for opportunities to	Use spatial words in play, including 'in', 'on',
		have a range of number symbols available, e.g. wooden	'under', 'up', 'down', 'besides' and 'between'.
	Numeral meanings.	numerals, calculators, handwritten (include different	Suggestion: "Let's put the troll
	Children need to have the opportunity to match a	examples of a number, e.g. , ,)	under the bridge and the billy goat beside the
	number symbol with a number of things. Look for		stream."
	opportunities to have a range of number symbols	Conservation: knowing that the number does not change if	Take children out to shops or the park: recall the
	available, e.g. wooden numerals, calculators,	things are rearranged (as long as none have been added or	route and the order of things seen on the way.
	handwritten (include different examples of a	taken away)	Set up obstacle courses, interesting pathways and
	number, e.g. , ,)	Children need the opportunity to recognise amounts that	hiding places for children to play with freely. When
		have been rearranged and to generalise that, if nothing has	appropriate, ask
	Conservation: knowing that the number does not	been added or taken away, then the amount is the same.	children to describe their route and give directions
	change if things are rearranged (as long as none		to each other. Discuss position in real contexts.
	<u>have been added or taken away)</u>	Number 1 and 2 and 3	

amounts that have been rearranged and to generalise that, if nothing has been added or take added or take added particle for the same. Reage on numbers 1 and 2 seeps water away down the drain. Number 1 and 2 SUBTISING: recognising small quantities without needing to count them all to 3. Ican use positional language in my play. I can recognise a regular arrangement on how many are in a group without counting them to 3. Ican recognise a regular arrangement on how many are in a group without counting them to 3. Iunderstand and use words/signs such as in, in under, beind, in front, beside, next to and use tex and say the number that is represented. Iunderstand apolitics through words alone - for example, "The bag is under the table," - with no pointing. Note: This can be on a dice face, structured manuptatives et and say the number that is regular arrangement e.g a handful of objects. Note: This can be on a dice face, structured in a regular arrangement e.g a handful of objects. Ian ercognise small amounts when they are not in a regular arrangement e.g a handful of objects. Ian able to tell you a familiar route l know Ican Situes routes and Ications, using words like in front of and 'behind'. I can count how many short sides a rectangle has. I can count how many short sides a rectangle has. I can count how many short sides a rectangle has. Patterns I can count how many short sides a rectangle has. I can use a five frame to count 2 objects on a 1:1 Continuing an AB pattern - represent number 2 I can use a five frame to count 3 objects on a 1:1 Continuing an AB pattern	Children need the opportunity to recognise		Suggestions: how to shift the leaves off a path, or
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patterns, ensure they have opportunities to: • repeat the unit at least three times (big bear, small bear; big bear, small bear; big bear, small bear). This is to ensure the child can sustain the pattern • make a specified pattern, e.g. 'Can you do a green, yellow pattern?' This is to ensure the child can apply their pattern understanding • choose their own rule, e.g. 'I am going to make a big, small pattern.' This is to ensure the child can identify pattern features/rules/criteria • choose their own actions or sounds, e.g. clap, stamp... This is to help children generalise the idea of pattern

COMPOSITION

Part-whole: identifying smaller numbers within a number (conceptual subitising – seeing groups and combining to a total to 2)

I can represent and show the relationship between a whole number and its parts.

Note: Children need opportunities to see small numbers within a larger collection. 'Number talks' allow children to discuss what they see. For instance, with giant ladybirds: 'There are 2 spots altogether. I can see 1 and 1, 0 and 2, 2 and 0 can be and look. Children are encouraged to look closely at numbers to see what else they can see. This reinforces the concept of conservation.

Number bonds: knowing which pairs make a given number

I can use pairs of numbers that are added to make another number.

Note: Children need opportunities to say how many are hidden in a known number of things. For example: 'two toys go into a tent, then 1 comes out. How many are left in the tent?' The child should respond that there are still 1 toy in the tent. specified pattern, e.g. 'Can you do a green, yellow pattern?' This is to ensure the child can apply their pattern understanding • choose their own rule, e.g. 'I am going to make a big, small pattern.' This is to ensure the child can identify pattern features/rules/criteria • choose their own actions or sounds, e.g. clap, stamp... This is to help children generalise the idea of pattern

COMPOSITION

Part-whole: identifying smaller numbers within a number (conceptual subitising – seeing groups and combining to a total to 3)

I can represent and show the relationship between a whole number and its parts.

Note: Children need opportunities to see small numbers within a larger collection. 'Number talks' allow children to discuss what they see. For instance, with giant ladybirds: 'There are 3 spots altogether. I can see 1 and 2, 0 and 3, 2 and 1 can be and look. Children are encouraged to look closely at numbers to see what else they can see. This reinforces the concept of conservation.

Number bonds: knowing which pairs make a given number I can use pairs of numbers that are added to make another number.

Note: Children need opportunities to say how many are hidden in a known number of things. For example: 'two toys go into a tent, then 1 comes out. How many are left in the tent?' The child should respond that there are still 1 toy in the tent.

<u>SHAPES</u>

Talk about and explore 3D shapes (sphere, cube, cone, cylinder, pyramid)) using informal and mathematical language: faces, edges, solid,

- "Every evening we ... "

Talk about the sequence of events in stories. Use vocabulary like 'morning', 'afternoon', 'evening' and 'night-time', 'earlier', 'later', 'too late', 'too soon', 'in a minute'.

Count down to forthcoming events on the calendar in terms of number of days or sleeps. Refer to the days of the week,

and the day before or day after, 'yesterday' and 'tomorrow'.

I can begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...

<u>SHAPES</u>	Begin to use words like "round" and "straight" when	
	talking about the shapes.	
Talk about and explore 2D shapes (for example,		
circles, rectangles, triangles and squares) using	Chooses the right shape for a task like flat surfaces for	
informal and mathematical language: 'sides',	building, a triangular prism for a roof etc	
'corners'; 'straight', 'flat', 'round'.		
	Able to combine shapes to make new ones – an arch, or a	
Begin to use words like "round" and "straight"	bigger triangle etc.	
when talking about the shapes.		
	I can identify 3d shapes	
Chooses the right shape for a task like flat surfaces	I can talk about and identify their properties.	
for building, a triangular prism for a roof etc	I can select a shape that I need and talk about my reasons.	
Able to combine shapes to make new ones – an	MEASURE	
arch, or a bigger thangle etc.	Nales as a subscription of the second structure to sing low oth	
Loop identify Orlahaman	Make comparisons between objects relating to size, length.	
I can identify 2d shapes	Devide survey of the shares former time (Construction	
I can talk about and identify their properties.	Provide experiences of size changes. Suggestions: "Can you	
I can select a shape that I need and talk about my	make a puddle larger?", "when you squeeze a sponge,	
reasons.	does it stay small?", "What happens when you stretch	
	dough, or elastic?" Talk with children about their everyday	
	ways of comparing size, length, weight and capacity. Model	
	more specific techniques, such as lining up ends of lengths	
	and straightening ribbons, discussing accuracy: "Is it	
	exactly!"	