

Educational programme: Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Autumn	Spring	Summer
<p><u>Number / Numerical patterns</u></p> <ul style="list-style-type: none"> To be able to identify similarities and differences across a range of criteria, for example by colour, shape, size, texture and function. To be able to sort by colour, shape, size, texture, orientation and function. To be able to compare and order by size, length and time. To be able to recognise, extend, create and fix simple AB patterns. To be able to count reliably (with one-to-one correspondence and understanding of cardinality) up to five forwards and backwards. To be able to compare numbers, order and write numbers to five. To know the 1 more than, 1 less than relationship between consecutive whole numbers. To be able to represent the numbers 1–5 in different ways. Subitise 3/4 objects (without counting) <p><u>Shape, space and measure</u></p> <ul style="list-style-type: none"> To talk about time in terms of night and day, days of the week and months of the year. To use language related to time and to be able to sequence events. To recognise language associated with 2D shapes, specifically triangles and squares. To recognise language associated with 2D shapes, specifically rectangles and circles. To understand and use positional language. 	<p><u>Number / Numerical patterns</u></p> <ul style="list-style-type: none"> To understand zero as an empty set. To represent numbers on a five and ten frame. To match number names to numerals and to representations on ten frames up to 10. To write numbers to 10. To find number bonds for numbers up to 6. To be able to create number bonds to make 7–10. To be able to count to 10 forwards and backwards. To understand ordinal numbers and be able to name positions, e.g. first, second, third, etc. To compare quantity. To count on and back to find 1 more and 1 fewer. To be able to order numbers to 10. To use a counting all strategy to combine two sets up to 10 To be able to copy, continue and create AAB, ABC and AABC patterns. Begin to subitise up to 5 objects (without counting) <p><u>Shape, space and measure</u></p> <ul style="list-style-type: none"> To be able to measure end-to-end length, compare lengths and use non-standard units of measurement. To be able to use the language 'empty', 'full' and 'half full' to describe how much is in a container. To be able to measure the capacity of containers. To be able to compose 2D shapes using tangrams and pattern blocks. To be able to recognise 3D shapes and to build with 3D shapes. 	<p><u>Number / Numerical patterns</u></p> <ul style="list-style-type: none"> To be able to use counting on as a strategy for addition. To be able to count forwards and backwards within 10. To recognise 1 more and 1 less. To be able to count to and from 20. To be able to double numbers 1–5. To be able to recognise doubles and non-doubles To be able to halve sets of items and even numbers by sharing into 2 equal groups. To be able to recognise and understand odd and even numbers. To be able to collect and represent data sets. Subitise accurately up to 5 objects. <p><u>Shape, space and measure</u></p> <ul style="list-style-type: none"> To be able to understand the mass of different objects. To be able to describe and compare different capacities. To recognise 1p, 2p, 5p and 10p coins. To pay for items using a combination of these coins. To calculate change from 10p.

Early learning goals:

Number: Children at the expected level of development will: - 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.

Numerical Patterns: Children at the expected level of development will: - 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; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.