

TWHF EYFS Maths planning

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Note – This document provides an overview of the maths taught in EYFS each term. Please plan from the weekly plans for each term as these contain more detail.

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.’ DfE (March 2021:10) ‘Statutory Framework for the Early Years Foundation Stage’

Key

Purple text = Aspects of the Early Learning Goals

	Term 1/ Autumn 1 (8 weeks)	Term 2/ Autumn 2 (7 weeks)	Term 3/ Spring 1 (6 weeks)	Term 4/ Spring 2 (6 weeks)	Term 5/ Summer 1 (5 weeks)	Term 6/ Summer 2 (7.5 weeks – End of June at end of Week 4)
	Numbers to 5	Numbers to 5/ 10	Numbers to 8/ 10	Numbers to 10	Numbers to 10	Numbers to 15/20
Songs and Rhymes	• Teach children a selection of songs and rhymes, including counting songs, addition and subtraction songs and rhymes, shape songs, etc.					
Books	• Read a selection of books, including books about counting, addition, subtraction, division, shape, measures, etc.					

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	Numbers to 5	Numbers to 5/ 10	Numbers to 8/ 10	Numbers to 10	Numbers to 10	Numbers to 15/ 20
Subitising	<p>Dice patterns</p> <ul style="list-style-type: none"> Teach children to instantly recognise each dice pattern 1 – 6 and to describe what they can see. Ensure children understand that they can subitise to find out ‘how many?’ 	<p>Non-standard dot patterns</p> <ul style="list-style-type: none"> Teach children to subitise 1, 2, 3 or 4 objects or dots in irregular arrangements and to describe what they can see. Encourage children to play with dominoes and to recognise the total number of dots where possible (and where there are between 1 and 6 dots). 				
		<ul style="list-style-type: none"> Teach children to subitise 1, 2, 3 or 4 objects or dots in irregular arrangements and to describe what they can see. Encourage children to play with dominoes and to recognise the total number of dots where possible (and where there are between 1 and 6 dots). 	<ul style="list-style-type: none"> Teach children to subitise 1, 2, 3, 4, or 5 objects or dots in irregular arrangements and to describe what they can see. <p>Dice patterns</p> <ul style="list-style-type: none"> Teach children to draw dice patterns from memory. 	<ul style="list-style-type: none"> As Term 4. Introduce Number Talks (Dot Talks). 	<ul style="list-style-type: none"> Teach children to subitise 1, 2, 3, 4, 5 or 6 objects/ dots/ pictures in irregular arrangements and to describe what they can see. Teach children to draw non-standard dot patterns from memory. Continue to use Number Talks (Dot Talks). 	<ul style="list-style-type: none"> Children at the expected level of development will subitise (recognise quantities without counting) up to 5 (ELG: Number). See Term 5.
5 and 10 frames	<p>5 Frames</p> <ul style="list-style-type: none"> Teach children to make and recognise amounts from 1 - 5 on 5 frames (in various arrangements), and to describe what they can see. Match numerals to 5 frames. 	<p>10 Frames</p> <ul style="list-style-type: none"> Teach children to make amounts from 1 – 10 on arrangement only), and can see. Move counters around Match numerals to 10 <p>Note: To make 5-wise arrangements or columns (where possible)</p>				
		<ul style="list-style-type: none"> Teach children to make amounts from 1 – 10 on arrangement only), and can see. Move counters around Match numerals to 10 <p>Note: To make 5-wise arrangements or columns (where possible)</p>	<p>and recognise a 10 frame (in a 5-wise to describe what they on a 10 frame. fill a row e.g.</p>	<ul style="list-style-type: none"> Teach amounts from wise/2-wise arrangement), what they can <p>Note: To make arrangements, the 10 frame at</p>	<p>to make and recognise 1 – 10 on a 10 frame (in a pair-wise and to describe see. ‘pair wise’/ ‘2’ wise’ put two counters/ objects onto a time, e.g.</p>	<ul style="list-style-type: none"> Teach children to make and recognise amounts from 10 to 15/ 16 to 20 on two 10 frames (in 5-wise and pair-wise/ 2-wise arrangements), and to describe what they can see.

	Numbers to 5	Numbers to 5/ 10	Numbers to 8/ 10	Numbers to 10	Numbers to 10	Numbers to 15/ 20
Fingers	Finger patterns 1 – 5	Finger patterns 1 - 10	Finger patterns 0 – 10		Quantities from 0 – 20	
	<ul style="list-style-type: none"> • Teach children to ‘grow’ and ‘show’ quantities from 1 - 5 on one hand. • Teach children to recognise how many fingers (up to 5) are shown in images of one hand. 	<ul style="list-style-type: none"> • Teach children to ‘grow’ and ‘show’ 6 – 10 fingers. • Teach children to make quantities to 5 on two hands. 	<ul style="list-style-type: none"> • Help children to develop speed in ‘showing’ 0 – 10 fingers and quantities to 5 in different ways. 	<ul style="list-style-type: none"> • Develop speed in ‘showing’ 0 – 10 fingers and quantities to 8 in different ways. 		<ul style="list-style-type: none"> • See Term 5. • Teach children to represent numbers from 11 – 20 with a partner.
		<ul style="list-style-type: none"> • images of two hands. 	<ul style="list-style-type: none"> • Teach children to recognise how many fingers (up to 10) are shown in 			
Number Blocks	<ul style="list-style-type: none"> • Watch Series 1 Episode 1 ‘One’ to Series 1 Episode 10 ‘How to Count’. • Re-watch some episodes to provide a provocation for children’s play/ to explore in depth. 	<ul style="list-style-type: none"> • Watch Series 1 Episode 11 ‘Stampolines’ to Series 2 Episode 2 ‘Seven’. • Re-watch some episodes from Series 1 to provide a provocation for children’s play/ to explore in depth. 	<ul style="list-style-type: none"> • Watch Series 2 Episode 3 (‘Eight’) to Series 2 Episode 8 (‘Counting Sheep’). • Re-watch some episodes from Series 1 and 2 to provide a provocation for children’s play/ to explore in depth. 	<ul style="list-style-type: none"> • Watch Series 2 Episode 9 (‘Double Trouble’) to Series 2 Episode 14 (‘The Two Tree’). • Re-watch some episodes from Series 1 and 2 to provide a provocation for children’s play/ to explore in depth. 	<ul style="list-style-type: none"> • Watch Series 2 Episode 11 (‘Odds and Evens’) to Series 3 Episode 3 (‘The Numberblocks Express’). • Re-watch some episodes from Series 1 and 2 to provide a provocation for children’s play/ to explore in depth. 	<ul style="list-style-type: none"> • Watch Series 3 Episode 4 (‘Fruit Salad’) to Series 3 Episode 10 (‘Hiccups’). • Re-watch some episodes from Series 1 to 3 to provide a provocation for children’s play/ to explore in depth.
	<ul style="list-style-type: none"> • Use the NCETM Number Blocks support materials. 					

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	Numbers to 5	Numbers to 5/ 10	Numbers to 8/ 10	Numbers to 10	Numbers to 10	Numbers to 15/ 20 Please make sure that you have got as many children as possible to the ELGs for Number and Numerical Patterns before beginning work on numbers beyond 10
Number and Place Value	<ul style="list-style-type: none"> Focus on developing number sense - e.g. that children will understand how '2', '3' etc. can look in numerals, words, Numicon, dice patterns, finger patterns, Numberblocks, on 5 frames, with big items, with small items, pennies, 2D shapes, real-life examples of the number and where the number comes on a number track to 10. Ensure children have opportunities to reason - e.g. to spot mistakes. 	<ul style="list-style-type: none"> Revisit Term 1 number collections 1 – 5 and photograph further collections. Develop children's ability to spot mistakes and to sort images into, for example, '4' / 'Not 4'. 	<ul style="list-style-type: none"> Help children to develop the 'oneness of one', 'twoness of two', etc. with numbers 1 – 8. - Make number collections. - Spot mistakes in number collections. - Sort images into '...'/ 'Not ...' (e.g. '4' / 'Not 4'). 	<ul style="list-style-type: none"> Help children to develop the 'oneness of one', 'twoness of two', etc. with numbers 1 – 8. - Make number collections. - Spot mistakes in number collections. 	<ul style="list-style-type: none"> Teach children what odd and even numbers are and how to work out whether numbers 1 – 10 are odd or even. 	<ul style="list-style-type: none"> Children at the expected level of development will have a deep understanding of number to 10, including the composition of each number (ELG: Number). Teach children to make numbers from 11 to 15/ 20 using 10 frames, Numicon, bundles of straws/ sticks and single straws/ sticks, bead strings and arrow cards. Make number collections 11 – 15. Use the reasoning PowerPoints (0 – 10/ 20).

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	Numbers to 5	Numbers to 5/ 10	Numbers to 8/ 10	Numbers to 10	Numbers to 10	Numbers to 15/ 20
Reading and Writing Numerals	<ul style="list-style-type: none"> Teach children to read the numerals 1 – 5 in activities involving manipulatives and representations 		<ul style="list-style-type: none"> Teach children to read the numerals 6 – 10 in activities involving manipulatives and representations and in the 		<ul style="list-style-type: none"> Ensure that all children recognise the numerals from 1 – 10. 	<ul style="list-style-type: none"> each children to write the digits from 0 – 9.
Numicon Also see other sections including Addition and Subtraction	<ul style="list-style-type: none"> Teach children to instantly recognise the Numicon shapes from 1 – 5. Teach children to make the Numicon shapes 1 – 5 with objects. 	<ul style="list-style-type: none"> Teach children to instantly recognise the Numicon shapes from 6 – 10. Teach children to make the Numicon shapes 6 – 10 with objects. 	Teach children to sketch the Numicon shapes from 1 to 5.		Teach children to sketch the Numicon shapes from 1 to 10.	
Comparing and Ordering Numbers	<ul style="list-style-type: none"> Help children to understand the concepts of “lots”, “few” and “more”. Teach children to compare numbers to 5. Teach children to order numbers to 5 using Numicon and 5 frames (1 – 5 and 5 – 1). 	<ul style="list-style-type: none"> Teach children to compare numbers to 5/ 10 and spot when two sets have the same amount. Teach children to order numbers to 10 using Numicon, 10 frames and Number Blocks (1-10 and 10 – 1). Explore whether Numicon shapes are equal to/ heavier than (bigger than)/ lighter than (smaller than) each other. 	<ul style="list-style-type: none"> Use Numicon, 10 frames, number collections, Number Blocks, etc. to compare numbers to 10 and spot when two sets have the same amount. Continue to order numbers to 10 using Numicon, 10 frames, Number Blocks and numerals (1-10 and 10 – 1). 			<ul style="list-style-type: none"> Children at the expected level of development will compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity (ELG: Numerical Patterns). Compare and order numbers to 15/ 20 using equipment and numerals (1 – 15/ 20 and 15/ 20 to 1).

	Term 1/ Autumn 1 (8 weeks)	Term 2/ Autumn 2 (7 weeks)	Term 3/ Spring 1 (6 weeks)	Term 4/ Spring 2 (6 weeks)	Term 5/ Summer 1 (5 weeks)	Term 6/ Summer 2 (7.5 weeks – End of June at end of Week 4)
	Numbers to 5	Numbers to 5/ 10	Numbers to 8/ 10	Numbers to 10	Numbers to 10	Numbers to 15/ 20
Oral Counting	<ul style="list-style-type: none"> Teach children to orally count in 1s from 1 to 10 and back in 1s from 10 to 0. 	<ul style="list-style-type: none"> Teach children to orally count in 1s from 1 to 20 and back in 1s from 10 to 0. Teach children to start counting from different numbers when counting forwards in 1s (in the range 1 – 20). 	<ul style="list-style-type: none"> Develop children’s fluency in orally counting in 1s from 1 to 20 and back in 1s from 10 to 0. Teach children to count in 1s from a given number and to stop counting at a given number. 	<ul style="list-style-type: none"> Develop children’s fluency in orally counting in 1s from 1 to 20/ 30 and back in 1s from 10 to 0. Teach children to count in 1s from a given number and to stop counting at a given number. 	<ul style="list-style-type: none"> Children at the expected level of development will verbally count beyond 20, recognising the pattern of the counting system (ELG: Numerical Patterns). Teach children to orally count in 1s from 1 to 30/ 50 and back in 1s from 20 to 0. Teach children to count in 1s from a given number and to stop counting at a given number. Teach children to count in multiples of 10 from 0 to 100 (alongside equipment/ images). 	

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Object Counting	<p>Note – By the end of the year the aim is that children will subitise quantities whenever they can (e.g. when there are fewer than 5/ 6 objects or pictures, when the objects or pictures are in a familiar arrangement, or when they can use conceptual subitising (e.g. to see a group of 5 and 3 then know that there are 8)). We are aiming for children to count only when necessary.</p>					
	<ul style="list-style-type: none"> Teach children to count sets of 1 – 5 items given to them and to count out 1 – 5 objects from a larger set. Encourage children to explain how they know how many objects there are in a set. 	<ul style="list-style-type: none"> Teach children to count sets of 1 – 6 items given to them and to count out 1 – 6 objects from a larger set. Encourage children to explain how they know how many objects there are in a set. 	<ul style="list-style-type: none"> Teach children to count sets of 1 – 10 items given to them and to count out 1 – 10 objects from a larger set. Encourage children to find their own ways to keep track of what they have counted. Teach children to count sets of 1 – 10 pictures. 			<ul style="list-style-type: none"> Teach children to count sets of 1 – 15/ 20 items given to them and to count out 1 – 15/ 20 objects from a larger set. Encourage children to find their own ways to keep track of what they have counted. Teach children to count sets of 1 – 15/ 20 pictures.
Talk Pictures	<ul style="list-style-type: none"> Use talk pictures to see what children notice and to develop children’s counting. Use a talk picture and represent the number of items in a set on a 5 frame. 	<ul style="list-style-type: none"> Use talk pictures and ask children to show the number of cars/ balls/ etc. on a 10 frame. 	<ul style="list-style-type: none"> Use a talk picture and represent the number of items in two small (different) sets on 10 frames. Add the quantities together. 	<ul style="list-style-type: none"> Use a talk picture and ask children to find sets of 1 – 10 things. 	<ul style="list-style-type: none"> Use a talk picture and look for doubles. 	<ul style="list-style-type: none"> Use a talk picture (with sets of up to 15 pictures) to compare two sets.

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	Numbers to 5	Numbers to 5/ 10	Numbers to 8/ 10	Numbers to 10	Numbers to 10	Numbers to 15/ 20
Addition and Subtraction	<ul style="list-style-type: none"> • Teach children to identify 1 more and 1 fewer (up to 5). • Sing a '5 Little...' song, modelling taking 1 away between each verse. 	<ul style="list-style-type: none"> • Teach children to make sets containing 1 more and 1 fewer (up to 6). • Take '1' for a walk (with Numicon). 	<ul style="list-style-type: none"> • Model the maths in addition/ subtraction songs such as 'An Elephant Came out to Play' / '5 Little Ducks'. • Teach children to add 1 to sets of 1 – 4 objects/ Numicon shapes. • Teach children to subtract 1 from sets of 1 to 5 objects/ Numicon shapes made from Numicon pegs. • Teach children to add and subtract (to 5). • Explore numbers 'hiding' in other numbers. • Explore the number bonds of 2, 3, 4 and 5. • Explore the concepts of 'equal' and 'not equal'. • Teach children what a 'whole' and a 'part' is. 	<ul style="list-style-type: none"> • Continue Term 3 work with numbers to 5/ 6. • Ensure that children can identify 1 more/ 1 fewer (to 6). • Tell the children different 'real-life' addition and subtraction problems (involving numbers and totals to 5). • Using towers of cubes, explore part- part-whole. • Explore how a number can be partitioned in different ways. • Explore the number bonds of 5, 6, 7 and 8. 	<ul style="list-style-type: none"> • Continue Term 4 work with numbers to 10. • Explore the number bonds of 9 and 10. • Explore 'first', 'then', 'now' addition and subtraction stories. • Informally assess children's recall of number facts. 	<ul style="list-style-type: none"> • Children at the expected level of development will have a deep understanding of number to 10, including the composition of each number (ELG: Number). • Children at the expected level of development 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 (ELG: Number). • Make 1 more and 1 fewer (up to 15/ 20). • Also see Term 5.

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Multiplication and Division (Doubling and Halving)	N/A				<ul style="list-style-type: none"> • Ensure that children understand the concepts of doubling and halving (that doubling is multiplying by 2, and that halving is dividing into two equal groups). • Teach children to double numbers to 5. • Teach children to halve amounts to 10. • Teach children to solve word problems involving doubling and halving. 	<ul style="list-style-type: none"> • Children at the expected level of development will explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally (ELG: Numerical Patterns). • Problem-solving based on 'The Doorbell Rang' by Pat Hutchins.

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Shape	<ul style="list-style-type: none"> Teach children to name common 2D shapes (circle, triangle, rectangle and square) and common 3D shapes (cone, cylinder, cube, cuboid and sphere) and to describe their properties using informal and mathematical language (e.g. sides, corners and faces). 					
	<ul style="list-style-type: none"> 2D shape pictures. 	<ul style="list-style-type: none"> Print with 3D shapes, naming the shapes used and made. Make 'footprints' in sand with 3D shapes/ recognise the 2D shapes made from the faces of 3D shapes. 	<ul style="list-style-type: none"> 3D shape hunt. Take rubbings from the faces of 3D shapes found in the environment. Read 'Cubes, Cones, Cylinders and Spheres' by Tana Hoban. 	<ul style="list-style-type: none"> Use 2D shape cards and 3D shapes as part of pattern activities (see below). 		<ul style="list-style-type: none"> Hidden shapes. What shape could it be?/ What shape couldn't it be? Why? Read 'The Shape of Things' by Dayle Ann Dodds and encourage children to make their own shape pictures. Explore how whole shapes can be cut/ folded to make new shapes. Explore how shapes can be combined to make new shapes. Challenge children to see how many shapes they can make with 4 or 5 Snap Cubes.
<ul style="list-style-type: none"> Block play -* Play with pattern blocks and mosaic tiles -* Make models from recycled materials -* 						

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Spatial Reasoning Aspect 1: Understanding Relationships	<ul style="list-style-type: none"> Teach children to understand relationships – how things fit together and how moving parts work (e.g. by using jigsaws, Numicon baseboard overlays and age-appropriate construction equipment including wooden blocks). 					
	<ul style="list-style-type: none"> Provide different ‘Fill the Board’ challenges for children to complete using the Numicon baseboards and Numicon shapes. 					
		<ul style="list-style-type: none"> Play with children in the Block Play area, providing challenges for children to help them to move from one stage of block play to the next. 				
		<ul style="list-style-type: none"> Provide old electrical equipment (with the plug cut off) and screwdrivers for the children to take apart. Provide provocations in the Block Play area. 				
	<ul style="list-style-type: none"> Sketch and label completed models. 					
Spatial Reasoning Aspect 2: Language	<ul style="list-style-type: none"> Teach children to describe position and direction. 	<ul style="list-style-type: none"> Continue to teach children to describe position and direction. Encourage children to respond to and use directional language in P.E. 	<ul style="list-style-type: none"> See Term 2. Teach children to follow simple instructions to find objects hidden around the classroom/ outdoor area. 	<ul style="list-style-type: none"> See Term 2. 		<ul style="list-style-type: none"> See Term 2. Play barrier games involving positional language.
Spatial Reasoning Aspect 3: Spatial Memory	<ul style="list-style-type: none"> Help children to remember where things are. Teach children to tidy up. 					
			<ul style="list-style-type: none"> Teach children to play ‘Pairs’ (‘Pelmanism’) with the cards laid out in a grid. 	<ul style="list-style-type: none"> Teach children to play ‘Kim’s Game’ with a tray of objects and a cloth. 		
Spatial Reasoning Aspect 4: Sense of Direction	<ul style="list-style-type: none"> Help children to develop their sense of direction (e.g. to notice where they are going and to find their way back). Help children to find their way around the classroom, outside area, school and school grounds. 				<ul style="list-style-type: none"> Continue to help children to find their way around the classroom, outside area, school and school grounds and to describe their routes. 	

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Spatial Reasoning Aspect 5: Spatial Representations	N/A		<ul style="list-style-type: none"> • Teach children to create mental images, to understand perspective and movements, and to read models and diagrams. 			
			<ul style="list-style-type: none"> • Read books about journeys. • Read ‘My Map Book’ by Sara Fanelli. • Provide simple pictorial maps for children to look at and use as part of their play. • Ask children to imagine and then draw dice patterns or Numicon shapes from 1 – 5. 	<ul style="list-style-type: none"> • Provide simple pictorial maps for children to look at and use as part of their play. 		<ul style="list-style-type: none"> • Provide aerial photographs. • Stand children in different places. Ask each child to describe what they can see without turning round. • Sit children around an object to draw that has a clear front and back. Once the drawings are complete, ask the children to identify where children were sitting when they made their drawing. • Place characters in small world scenes facing different directions. What can each character see? • Provide pictorial instructions to make simple models with construction kits.

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Measures	<ul style="list-style-type: none"> • Teach children to use a variety of words to describe size. 	<ul style="list-style-type: none"> • Teach children to use a variety of words to describe height, including ‘tall’, ‘short’, ‘taller than’ and ‘shorter than’. • Discuss things that are tall. • Compare the height of a child and the height of an adult/ the height of two children. • Read books about height. • Encourage children to make a tower that is taller than themselves. 	<ul style="list-style-type: none"> • Teach children to use a variety of words to describe length and distance, including ‘long’, ‘short’, ‘near’, ‘far away’, ‘longer than’, ‘shorter than’, ‘nearer than’, and ‘further away’. 	<ul style="list-style-type: none"> • Teach children to compare two items by capacity and weight and to use the correct vocabulary: ‘holds more than’/ ‘holds less than’/ ‘holds the same amount’/ ‘is heavier than’/ ‘is lighter than’. 	<ul style="list-style-type: none"> • Teach children to order three items by height and length and to use the correct vocabulary: ‘is taller than’/ ‘is shorter than’/ ‘is the tallest’/ ‘is the shortest’/ ‘is longer than’/ ‘is the longest’/ ‘is the shortest’. • Read ‘Tallest’ and ‘Longest’ in ‘Biggest, Fastest, Tallest’ by Darran Stobbart and Kasia Serafin. 	<ul style="list-style-type: none"> • Teach children to order three items by weight and capacity and to use the correct vocabulary: ‘is heavier than’/ ‘is lighter than’/ ‘is the heaviest’/ ‘is the lightest’/ ‘holds more than’/ ‘holds less than’/ ‘holds the most’/ ‘holds the least’.

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<p>Pattern</p> <p>Please see the NCETM's 'Early Years Typical Progression Chart – Pattern' for ideas and guidance (see general resources)</p>	<ul style="list-style-type: none"> • Use resources that encourage children to make repeating patterns. • Spot patterns in books and talk pictures. • Assess children's ability to make repeating patterns. 	<ul style="list-style-type: none"> • Teach children to continue an AB pattern (continue patterns horizontally and vertically) using different resources. • Teach children to copy AB patterns. • Teach children to make their own AB patterns. • Spot errors in AB patterns. • Identify the unit of repeat in AB patterns. • Encourage children to make patterns with resources available in continuous provision. 	<ul style="list-style-type: none"> • AB patterns (continued from Term 2). 	<ul style="list-style-type: none"> • Teach children to make their own ABB and ABC patterns using different resources. • Teach children to identify the unit of repeat in ABB and ABC patterns and to spot mistakes in ABB and ABC patterns. 	<ul style="list-style-type: none"> • Encourage children to make repeating patterns with resources available in continuous provision, e.g. musical instruments. 	<ul style="list-style-type: none"> • Revisit and extend pattern making activities. Encourage children to record the patterns they make. • Generalise structures to another context or mode – can the child use ... to create a pattern with the same rule? • Provide opportunities for children to solve problems involving pattern.