

Autumn	Spring	Summer
<p>Number and numerical patterns Focus: become confident working within 5 to develop a clear understanding of numbers and how they relate to each other</p>	<p>Number and numerical patterns Focus: become confident working within 10</p>	<p>Number and numerical patterns Focus: deep understanding of numbers to 10 and above and automatic recall</p>
<p>Counting</p> <ul style="list-style-type: none"> Count in sequence forward and backwards (to 10) Count identical, real objects putting them into a line (use five frame) - initially concentrate on the numbers 1-3, then move onto 4 and 5 Count actions and sounds Match numerals and amounts to 5 <p>Number symbols</p> <ul style="list-style-type: none"> Begin to make informal jottings and drawings to record Begin to record using marks they can interpret and explain Recognise numerals to 5 <p>Numerical patterns</p> <ul style="list-style-type: none"> Recognise that when we count forwards each number is 1 more and backwards they are 1 less Place amounts to 5 in order <p>Subitise</p> <ul style="list-style-type: none"> Recognise different ways of showing an amount (to 5) 	<p>Counting</p> <ul style="list-style-type: none"> Count in sequence forward and backwards (to 10) from different starting points Count identical, real objects (using ten frame) Introduce zero and the symbol 0 Count out objects from a larger group (up to 10) Match numerals and amounts to 10 <p>Number symbols</p> <ul style="list-style-type: none"> Recognise numerals to 10 Match amounts and numerals <p>Numerical patterns</p> <ul style="list-style-type: none"> Count to 20 and beyond, recognising patterns of counting system (focus on 2 digit numbers 10-20) Place amounts and numerals to 10 in order 	<p>Counting</p> <ul style="list-style-type: none"> Consolidate counting on and back within 10 Consolidate 1:1 counting of objects and pictures Count on and back from different starting points <p>Number symbols</p> <ul style="list-style-type: none"> Write numerals to at least 10 to match an amount or total <p>Numerical patterns</p> <ul style="list-style-type: none"> Count to 100 in sequence Place numerals to 20 in order Look at patterns on number square Count in 2s and 10s and discuss the pattern Doubling using real objects Explore odds and even numbers

<ul style="list-style-type: none"> Match different arrangements of same amount (dot cards) <p>Composition of numbers</p> <ul style="list-style-type: none"> Count real objects that are the same type but different colour or size. How many of each? What is the total? (Part-whole) Inverse operations - eg 5 currant buns, (whole is 5 but some are in the shop and some are taken away) Skittles (total, how many knocked over/left) Partitioning into different pairs of numbers Count out objects from a larger group (up to 5) How many objects are left? How many different ways can we make each number? <p>Compare and order numbers</p> <ul style="list-style-type: none"> Match and sort objects 	<p>Subitise</p> <ul style="list-style-type: none"> Recognise different ways of showing an amount (to 10) - dot cards, games <p>Composition of numbers</p> <ul style="list-style-type: none"> Continue to explore the composition of numbers (to 5, then 10) and how they can be partitioned into 2 or more than 2 parts. How many ways can we make each number? Take objects away. How many objects are left? <p>Number bonds to 5</p> <ul style="list-style-type: none"> Use real life objects and practical situations Embed use of five frame Use part-whole model Find missing numbers Aim for quick recall <p>Investigate number bonds to 10</p> <ul style="list-style-type: none"> Combine 2 groups to find a total - practically (Use the vocab of addition: total, altogether, plus add) Use vocab of subtraction: how many were left Explore number bonds to 10 - look for different ways to make the same total Use part - whole model 	<p>Subitise</p> <ul style="list-style-type: none"> Show fingers 'all at once' without counting Consolidate recognising numbers on number frame by subitising - eg 8 is 5 and 3 Estimate and count <p>Composition of numbers</p> <ul style="list-style-type: none"> Partition and recombine Quick recall of number bonds to 5 Addition and subtraction to 10 (embed understanding)
---	--	---

<ul style="list-style-type: none"> Compare identical and non identical objects to 5 using the vocab: more than, fewer than, equal to, the same as (use five frames to compare) Order amount and numbers to 5 <p>One more/one less</p> <ul style="list-style-type: none"> Practical activities in real life situations and number songs Find one more/less to 5 by counting. 	<ul style="list-style-type: none"> Use ten frame to explore different ways to make a number to 10 <p>Compare and order numbers</p> <ul style="list-style-type: none"> Compare numbers to 10; embed vocab more, less, fewer, equal, same (Use 10 frames to compare) Order numbers to 10 <p>One more/one less</p> <ul style="list-style-type: none"> Practical activities in real life situations and number songs Find one more/less to 10 by counting. 	<p>Compare and order numbers</p> <ul style="list-style-type: none"> Sharing between 2 or more people. Do they all have the same amount? Grouping - making groups of 2, 3 <p>One more/one less</p> <ul style="list-style-type: none"> Embed understanding - quick recall up to 10 using knowledge of consecutive numbers Say the number one more/less than a given number Adding 2 more
<p>Challenges Develop breadth of learning - reasoning and problem solving</p> <ul style="list-style-type: none"> Explore different ways to make 2,3,4,5- how many different ways can you find? Guess my Rule (sorting) Find the odd one out Count objects above 5 Write numerals to 5 Count unseen objects (feely bags) and make predictions for 1 more/1 less Reason and problem solve (eg Can they work out how many items are hidden if they know 5 altogether) Chn to order pics of objects on a washing line/chn to find the missing (hidden pic) on a washing line 	<p>Challenges: Develop breadth of learning - reasoning and problem solving</p> <ul style="list-style-type: none"> Find a missing part Identify own mathematical problems Explore possibilities - find answers that could/could not be correct Estimate Explore possibilities - making an amount with 3 numbers 	<p>Challenges: Develop breadth of learning - reasoning and problem solving</p> <ul style="list-style-type: none"> Investigate 100 Predicting the amount of hidden objects when they are added to/some are taken away Spot the mistake Explore which quantities will share exactly into 2 groups and which will have one left over (link to odd and even numbers) Share objects exactly between 2 - what will you do if one left over? What is the largest odd number you can build? How can you check it is the largest? Finding half Make equal groups

Shape, Space and Measure		
Autumn	Spring	Summer
<p>Shape- spatial reasoning</p> <ul style="list-style-type: none"> • Make shape pictures, use shapes to construct models, complete jigsaws • 2D shapes - 1, 3, 4 sides Vocab: curved straight side corner • Use shapes to explore how shapes can be combined or partitioned to make new shapes (eg 2 triangles to make a square) • Continue, copy and create repeating patterns - AB patterns. Spot mistakes 	<p>Shape- spatial reasoning</p> <ul style="list-style-type: none"> • Recognise 2D shapes in a picture and in different orientations • Building models for a purpose using 3D shapes • Compose and decompose shapes • Investigate 3D shapes - print, what 2D shapes are made (link to EAD Kadinsky) vocab curved, flat, roll, stack 	<p>Shape- spatial reasoning</p> <ul style="list-style-type: none"> • Jigsaws (above 20 pieces) and shape puzzles • Match shapes from different orientations • Match arrangements of linking cubes • Tangrams • Explore patterns in more detail - copy clapping and action patterns - ABBC , ABBC when confident)

<p>Spatial Awareness</p> <ul style="list-style-type: none"> Positional language (link to UW globetrotters, PD obstacle course) in on under; up, down, across, forwards, backwards Jigsaws, train tracks, beebots <p>Compare length, weight and capacity</p> <p>Direct comparison</p> <ul style="list-style-type: none"> Use comparative language 'than' to compare the height of 2 children. Use vocab taller, shorter Introduce balance scales for cooking. Use vocab heavier, lighter, balance Compare containers by pouring from one container to another. Use vocab full, empty, half full/empty Time - visual timetable. Use vocab now, next, later (link with UW Time travellers) Days of the week 	<ul style="list-style-type: none"> Continue, copy and create repeating patterns -ABC, AAB, ABB patterns. Spot mistakes <p>Spatial Awareness</p> <ul style="list-style-type: none"> Positional language (link to UW globetrotters, PD obstacle course) Vocab: in front of, behind, left, right <p>Compare length, weight and capacity</p> <p>Indirect</p> <ul style="list-style-type: none"> Compare capacity - Investigate different sized and shaped containers. Use vocab tall, thin, narrow, wide and shallow (how many pots/spoonfuls to fill each container?) Measure length using cubes, worms etc Measure ingredients for cooking Time: order and sequence events. Use vocab now, before, later, soon, after, then, next, yesterday, today, tomorrow (link with UW Time Travellers) Months of the Year 	<p>Spatial Awareness</p> <ul style="list-style-type: none"> Positional language (link to UW globetrotters, PD obstacle course, design plans) <p>Compare length, weight and capacity</p> <ul style="list-style-type: none"> Consolidate understanding of length, weight and capacity through direct and indirect comparisons. Use in real life situations to solve problems
<p>Challenges</p> <ul style="list-style-type: none"> Compare and describe shapes Order 3 chn according to height Treasure hunt Make my match game Compare and order parcels - are the larger always heavier? 	<p>Challenges</p> <ul style="list-style-type: none"> Create own patterns Recognise patterns on opposite sides of a dice Identify rules to sort shapes Investigate - Which holds more - capacity 	<p>Challenges</p> <ul style="list-style-type: none"> Copy, continue and create AABB, AABBB patterns Create own patterns Match shapes to picture outlines Design own pictures using pattern blocks Estimate and measure

Maths Skills Overview: EYFS

		<ul style="list-style-type: none">• Solve problems relating to distance, weight, capacity
--	--	---