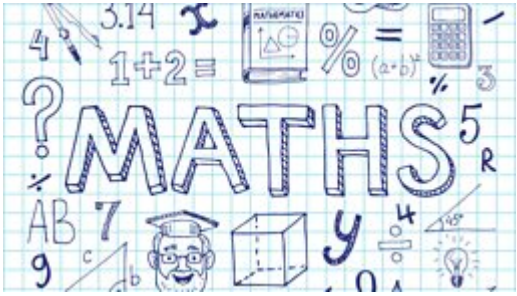
St Barnabas
Church of England Primary Academy
A member of CDARI



Maths and EYFS

AUTUMN 1	AUTUMN 2
- perceptually subitise within 3 - identify sub-groups in larger arrangements - create their own patterns for numbers within 4 - practise using their fingers to represent quantities which they can subitise - experience subitising in a range of contexts, including temporal patterns made by sounds. - relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set - have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song - have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting	- continue from first half-term - subitise within 5, perceptually and conceptually, depending on the arrangements. - continue to develop their counting skills - explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand - begin to count beyond 5 - begin to recognise numerals, relating these to quantities they can subitise and count. - explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot - explore the composition of numbers within 5. - compare sets using a variety of strategies, including 'just by looking', by subitising and by matching

- have opportunities to develop an understanding that anything can be counted, including actions and sounds - explore a range of strategies which support accurate counting. - see that all numbers can be made of 1s - compose their own collections within 4. - understand that sets can be compared according to a range of attributes, including by their numerosity - use the language of comparison, including 'more than' and 'fewer than' - compare sets 'just by looking - Find objects which are the same/ different. - Sort objects into same/different – based on colour, size, shape. - Compare and order based on size (large/small, big/little, short/tall, tallest/shortest) - Copy, continue, make own simple repeating patterns (3 units of repeat).	- compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts. - 3 step patterns. - 2D Shapes: Triangles., squares and rectangles - Positional language - Daily routines.

SPRING 1	SPRING 2
- increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements - explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part - experience patterns which show a small group and '1 more' - continue to match arrangements to finger patterns. - continue to develop verbal counting to 20 and beyond - continue to develop object counting skills, using a range of strategies to develop accuracy - continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10 - order numbers, linking cardinal and ordinal representations of number. - continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5 - explore the composition of 6, linking this to familiar patterns, including symmetrical patterns - begin to see that numbers within 10 can be composed of '5 and a bit'.	- explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'. - continue to consolidate their understanding of cardinality, working with larger numbers within 10 - become more familiar with the counting pattern beyond 20. - explore the composition of odd and even numbers, looking at the 'shape' of these numbers - begin to link even numbers to doubles - begin to explore the composition of numbers within 10. - compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system - Names of 3D shapes. Can describe similarities and differences. - Building with 3D shapes. - Patterns - more repetition – ABB AABB

- continue to compare sets using the language of comparison, and play games which involve comparing sets - continue to compare sets by matching, identifying when sets are equal - explore ways of making unequal sets equal. - Heavier and lighter - Full and empty - Describe length and height (taller, shorter, longer, shorter) - Make direct comparisons. - Days of the week - Measuring height - Measuring time	
SUMMER 1	**SUMMER 2**
- continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns - use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number - subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10	- In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers. - Spatial reasoning: Making maps of journeys (obstacle courses, familiar journeys they go on, from stories)

- be encouraged to identify when it is appropriate to count and when groups can be subitised. - continue to develop verbal counting to 20 and beyond, including counting from different starting numbers - continue to develop confidence and accuracy in both verbal and object counting. - explore the composition of 10. - order sets of objects, linking this to their understanding of the ordinal number system. - Matching shapes using jigsaws and puzzles - Matching with models - Replicating models - Making new shapes - Pattern blocks - Shapes can be pulled apart to make more shapes.	