

	Week 1	Week 2	Week 3	Week 4
Maths — No Problem! Area of learning	Number and Pattern	Number and Pattern	Shape, Space and Measure	Number and Pattern
Maths — No Problem! Strand	Matching	Sorting	Comparing and Ordering	AB Patterns
EYFS Development Matters (3 to 4 Years)	Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.	Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.	Make comparisons between objects relating to size, length, weight and capacity. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' Talk about and identify the patterns around them. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'	Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'
Suggested Activities	Simple Matching Activities Matching by Number	Simple Sorting Sorting Shapes Matching Amounts	Provide experiences of size changes. Ordering from Shortest to Tallest 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...?" Talk about the sequence of events in stories. Use vocabulary like 'morning',	Spotting Patterns Around Us Provide patterns from different cultures, such as fabrics. Provide a range of natural and everyday objects and materials, as well as blocks and shapes, for children to play with freely and to make patterns with. When appropriate, encourage children to continue patterns and spot mistakes. Engage children in following and inventing movement and music patterns, such as clap, clap, stamp.

			'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'.	Talk about patterns of events, in cooking, gardening, sewing or getting dressed. Suggestions: <ul style="list-style-type: none"> • 'First', 'then', 'after', 'before' • "Every day we..." • "Every evening we..."
Picture book link	Rosy Red (Matching)	Magic Oven (Sorting)	Magic Oven (Sequencing)	Rosy Red (Patterns)

	Week 5	Week 6	Week 7	Week 8
Maths — No Problem! Area of learning	Number and Pattern	Number and Pattern	Shape, Space and Measure	Number and Pattern
Maths — No Problem! Strand	Counting	Counting: Comparing	Time	Composition of Numbers up to Five
EYFS Development Matters (3 to 4 Years)	Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.	Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Compare quantities using language: 'more than', 'fewer than'.	Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').
Suggested Activities	Point to small groups of two or three objects. Occasionally ask children how many there are in a small set of two or three. Regularly say the counting sequence, in a variety of playful contexts, inside and outdoors, forwards and backwards, sometimes going to high numbers. Count things and then repeat the last number.	Discuss mathematical ideas throughout the day, inside and outdoors. Suggestions: <ul style="list-style-type: none"> • "I think Jasmin has got more crackers..." • support children to solve problems using fingers, objects and marks: "There are four of you, but there aren't enough chairs...." • draw children's attention to differences and changes in amounts, such as those in 	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'.	Point to small groups of two or three objects: "Look, there are two!" Occasionally ask children how many there are in a small set of two or three. Exploring Representations of 1 2. Exploring Representations of 2 3. Exploring Representations of 3

	Ask children to get you several things and emphasise the total number in your conversation with the child. Use small numbers to manage the learning environment.	stories like 'The Enormous Turnip'.	Day and Night Ordering Events in the Day Learn Days of the Week Song Celebrate Birthdays	
Picture book link	Magic Oven (Counting to 5)	Magic Oven (Counting to 5)	Rosy Red (Ordering events)	Magic Oven (Numbers to 3)

	Week 9	Week 10	Week 11	Week 12
Maths — No Problem! Area of learning	Number and Pattern	Shape, Space and Measure	Shape, Space and Measure	Shape, Space and Measure
Maths — No Problem! Strand	Composition of Numbers up to 5	2D Shapes	2D Shapes	Positional Language
EYFS Development Matters (3 to 4 Years)	Solve real world mathematical problems with numbers up to 5.	Talk about and explore 2D (for example, circles, rectangles, triangles) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.	Talk about and explore 2D (for example, circles, rectangles, triangles) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.	Understand position through words alone – for example, "The bag is under the table," – with no pointing.
Suggested Activities	Exploring Representations of 1 Exploring Representations of 2 Exploring Representations of 3 Exploring Representations of 4 Exploring Representations of 5	Encourage children to play freely with blocks, shapes, shape puzzles and shape-sorters. Sensitively support and discuss questions like: "What is the same and what is different?" Encourage children to talk informally about shape properties using words like 'sharp corner', 'pointy' or 'curvy'. Talk about shapes as you play with them: "We need a piece with a straight edge."		Discuss position in real contexts. Use spatial words in play, including 'in', 'on', 'under', 'up', 'down', 'besides' and 'between'. Suggestion: "Let's put the troll under the bridge and the billy goat beside the stream."
Picture book link	Picture book link Rosy Red (Addition within 5)	This 'n That (2D shapes)	This 'n That (2D shapes)	This 'n That (Combining shapes, positional language)