

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 1		Number Facts	Number Facts	Number Facts	Numerical Patterns	Numerical Patterns	<mark>Numerical</mark> Patterns
	SETTLING	Show 'finger	Say one	Experiments			
	WEEK	numbers' up to 5. - Counting to 5	number for each item in order: 1,2,3,4,5.	with their own symbols and marks as well as numerals	Talk about and explore 2D shapes.	Talk about and explore 2D shapes using formal and	Make comparisons between objects
		using fingers		(focus on the	- Circle	mathematical	relating to
		- Number rhymes	- Counting mathematical and real life objects - Number rhymes	number 1). - Recognising the numeral - Number formation rhymes - Writing the numeral using gross and fine motor skills - Different representations of the numeral	- Rectangle - Triangle - Square	language. - 'Sides' - 'Corners' - 'Straight' - 'Flat' - 'Round'	size, length, weight and capacity (focus on size). - Size - Shape - Big/small etc. objects



Autumn 2 Number Say one	Facts Number Facts Experiments	Number Facts Know that the	Numerical Patterns	Numerical Patterns	Numerical Patterns	Numerical Patterns
number f each iter order: 1,2,3,4,	with their own symbols and marks as well	last number reached when counting a small set of	Talk about and explore 3D shapes using informal and	Select shapes appropriately: flat surfaces for building, a	Combine shapes to make new ones - an arch, a	Making comparisons between objects
- Counting mathematicand real I objects - Number rhymes	(focus on the number 2). tical ife - Recognising the numeral	objects tells you how many there are in total ('cardinal principle). - Counting mathematical and real life objects - Same/different amount of	mathematical language. - Cube - Cuboid - Pyramid - Sphere	triangular prism for a roof etc. - Building with a purpose in mind - Using shapes effectively and for a purpose - Talking about the shapes they have used	bigger triangle etc. - Recapping 2D and 3D shapes - Building in the maths and construction area - Talking about the shapes they have used and the shapes they have created	relating to size, length, weight and capacity (focusing on length). - Size - Shape - Long/short etc. objects



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Spring 1	Number Facts	Number Facts	Number Facts	Number Facts	Number Facts	Number Facts	Number Facts
	Recite	Experiments	Fast recognition	Experiments	Say one	Compare	Recite
		with their own	of up to 3	with their own	number for	•	
	numbers past		•		-	quantities	numbers past
	5.	symbols and	objects, without	symbols and	each item in	using language:	5.
		marks as well	having to count	marks as well	order:	'more than,	
	- Counting the	as numerals	them	as numerals	1,2,3,4,5.	fewer than'.	- Counting the
	children in the	(focus on the	individually.	(focus on the			children in the
	class	number 3).		number 4).	- Counting	- Discuss	class
	- Counting		- Point to small		mathematical	mathematical	- Counting
	objects	- Recognising	groups of	- Recognising	and real life	ideas	objects
	- Counting	the numeral	objects	the numeral	objects	throughout the	- Counting
	forwards and	- Number	- Ask children	- Number	- Number	day, inside and	forwards and
	backward in a	formation	how much is in a	formation	rhymes	outside	backward in a
	variety of	rhymes	small set	rhymes		- Solving using	variety of
	playful .	- Writing the		- Writing the		fingers	playful
	contexts, e.g.	numeral using		numeral using		- Differences	contexts, e.g.
	rocket	gross and fine		gross and fine		and changes in	rocket
	launches	motor skills		motor skills		amounts	launches
		- Different		- Different			
		representations		representations			
		of the numeral		of the numeral			



Spring 2 Numerical Patterns	Numerical	Numerical	Numerical	Numerical	Numerical	Numerical
	Patterns	Patterns	Patterns	Patterns	Patterns	Patterns
Make comparisons between objects relating to size, length, weight and capacity (focusing on weight). - Size - Shape - Heavy/light etc. objects - Scales	Make comparisons between objects relating to size, length, weight and capacity (focusing on capacity). - Size - Shape - Full/half full/empty etc. objects - Glasses of water	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. - Patterns around the classroom/school	Extend and create ABAB patterns - stick, leaf, stick, leaf. - Create patterns using natural and everyday objects and materials - Use blocks and shapes - Making their own patterns - Address mistakes	Notice and correct an error in a repeating pattern. - Engaging in and inventing patterns - Patterns with movement and music patterns	Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then' - Patterns of events - The sequence of events in stories - Use vocabulary based on the time of the day - Countdown to forthcoming events	Talk about and explore 2D shapes. - Circle - Rectangle - Triangle - Square



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Summer 1	Number Facts	Number Facts	Number Facts	Number Facts	Number Facts	Number Facts	Numerical Property of the Numerical
	Experiments with their own symbols and marks as well	Experiments with their own symbols and marks as well	Link numerals to amounts: for example, showing the	Solve real world mathematical problems with	Solve real world mathematical problems with	Solve real world mathematical problems with	Patterns Talk about and explore 3D shapes using
	as numerals	as numerals	right number	numbers up to	numbers up to	numbers up to	informal and
	(focus on the	(recap all 5	of objects to	5.	5.	5.	mathematical
	number 5).	numbers).	match to the	- Introduce the	- Get the	- Numicon,	language.
	- Recognising the numeral	- Recognising	numeral, up to 5.	children to the	children involved in	counters - Writing sums,	- Cube - Cuboid
	- Number	- Number	- Using small	addition, e.g.	making an	e.g. 1+1=2,	- Pyramid
	formation	formation	numbers to	'add', 'equals',	recording the	1+2=3, 1+3=4	- Sphere
	rhymes	rhymes	manage the	all together	sums	etc.	
	- Writing the	- Writing the	learning	- Get the			
	numeral using	numeral	environment	children			
	gross and fine	independently	- Matching	involved in			
	motor skills	- Different	different	making an			
	- Different	representations	representations	recording the			
	representations of the numeral	of the numeral	of each number to the numeral	sums			



Summer 2	Numerical Patterns	<mark>Numerical</mark> Patterns	<mark>Numerical</mark> Patterns	Number Facts	
	r urrerns	rurrerns	rarrerns	Solve real	CONSOLIDATION
	Understand	Describe a	Discuss routes	world	
	position	familiar route.	and locations,	mathematical	
	through words		using words	problems with	
	alone – for	- Take the	like 'in front	numbers up to	
	example, "The	children to a	of' and	5.	
	bag is under	different part	'behind'.		
	the table," -	of the school		- Numicon,	
	with no	then recall the	- Set up	counters	
	pointing.	route and order	obstacle	- Writing sums,	
			courses	e.g. 1+1=2,	
	- Discuss		- Provide	1+2=3, 1+3=4	
	position in real		complex tracks	etc.	
	contexts		for the		
	- Use spatial		children to play		
	words in play		freely with		
	- Following		- Read 'Rosie's		
	rhyming clues		Walk'		
	to find objects				
	in different				
	positions				

