Summer Term	
Week	Objective
1	To 20 and beyond Building Numbers Beyond 10. Children to build and identify numbers to 20 (and beyond) using a range of resources. 10 frames, number shapes, towers of cubes, rekenreks and bead strings. Children to see that larger numbers are composed of full 10s and part of the next 10 and that the numbers 1-9 repeat after every full 10. So 1 full 10 and 1 is 11. 2 full 10s and 1 is 21 etc.
2	To 20 and beyond Counting Patterns Beyond 10. Children will count on and back beyond 10. Representations and numerals will be used to support the children to count on and back and notice the repeating pattern 1-9 pattern. Children will count on and back from different starting points, to say what comes before and after a given number and to place sequences of number in order.
3	To 20 and beyond Spatial Reasoning (1) Match, Rotate and Manipulate Children to complete jigsaws and shape puzzles which enables them to rotate shapes to fill a given space. Children will match arrangements of shapes, prompting them to use positional language to describe where the shapes are in relation to another. Children will select shapes to complete picture boards and tangram outlines.
4	First Now and Then Adding More Children will use real objects to see that the quantity of a group can be changed by adding more. First, now and then structures will be used e.g. first there were 2 people on the bus, then 2 more people got on the bus, now there are 4 people on the bus. Children may count all of their objects if needed, and then may start to count on with support when ready.
5	First Now and Then Taking Away Children will use real objects to see the quantity of a group can be changed by taking items away. The first, now and then structure will be used. Children should count all the items at the start, take away the required amount practically and then subitise or recount to see how many is left.

	Children will adapt and re-enact their favourite rhymes such as 10 Green Bottles but they will make 1, 2, or 3 bottles fall each time. Children will say how many they have left after each verse.
6	First Now and Then Spatial Reasoning (2) Compose and Decompose Children will understand that shapes can be combined and separated to make new shapes. Children will fit shapes together and will break shapes apart to notice the new shapes they have created. Digger Deeper Use other shapes to make triangles, stars and tangrams.
7	Find my Pattern Doubling The children will know that doubling means 'twice as many'. They will use real objects and mathematical equipment to build doubles. Building numbers using the pair-wise pattern on a 10s frame so that the children can see the patterns. Use mirrors and barrier games to build doubles and explore early symmetry. Children to say the doubles as they build them e.g. double 2 is 4, double 4 is 8. Provide some non-doubles (use dominoes) explain why they are not doubles.
8	Find my Pattern Sharing and Grouping Children may already have some experience and be able to recognise when things are not shared out 'fairly'. Children will check that items are shared out fairly during snack time etc so that everyone has the same amount. The children will be given opportunities to recognise and make equal groups e.g. put 3 flowers in each pot, 2 crackers on each plate. Children to come up with their own suggestions on how to resolve it when they notice some items are left over after sharing them out equally.
9	Find my Pattern Odd and Even The children will understand that some number share equally into 2 groups and some do not, some can be grouped into pairs and some will have one left over. Children will notice the odd and even structure on number shapes and by building pair-wise patterns on a 10s frame. Spatial Reasoning (3) Visualise and Build Children will replicate simple constructions, models, real places and places in stories. Children will use positional language to describe where objects are in relation to each other, they may use gestures to accompany their language to help clarify understanding.
10	On the Move Deepening Understanding

	Children will engage in extended problem solving and develop critical thinking. These problems can be linked to stories or come from children's suggestions e.g. Explain that Mr Gumpy has a problem. There are too many legs in his boat, everyone's legs have got tangled up. Ask the children to work out how many legs there are. They could draw a picture to work it out. What happens if there are 3 people in the boats? How many legs will there be?
11	<u>On the Move</u> <u>Patterns and Relationships</u> Children will engage in opportunities to explore and investigate relationships between numbers and shapes e.g. How many green Cuisenaire rods measure the same as the blue rod? Can they find a block which is double the length of another block? Children should continue to copy, continue and create a widening range of repeating patterns and symmetrical constructions e.g. build repeating ABBC patterns.
12	<u>On the Move</u> <u>Spatial Reasoning (4) Mapping</u> The children understand that we make maps and plans to represent places and use these to see where things are in relation to other things. Children will look at maps and plans and discuss what they can see. They will make suggestions to questions such as, 'where should we put the carpets?'. They will make their own simple maps to represent the model that they build, familiar places and places in stories.