| Term | Objective | | | |
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| **Autumn 1** | <u>**Number songs**</u><br><br>Getting to know new children, introducing and <u>modelling</u> the areas of provision. | **Colours**<br><br>Recognising and naming colours in a variety of contexts e.g. toys within the classroom, colours in nature, colours in the environment, matching colours, colours on themselves such as hair, skin, clothes. Be able to say when objects are and are not the same colour. <span style="color:blue">Link to Expressive Art and Design through painting.</span> | **Match**<br><br>Explore and match objects which are the same.<br><br>Can you find one exactly like mine? How do you know it's the same? Can you find one different to mine? Why is this one not like mine? | **Sort**<br><br>Sort sets based on attributes such as colour, size or shape.<br><br>Critical thinking, children to consider what is the same about all the objects in one set and how they are different to the other sets.<br><br>Understand that the same collection of objects can be sorted in different ways |
| **Autumn 2** | <u>**Compare amounts**</u><br><br>Confidently sort collections into sets, compare and order. Understand that when making comparisons a set can have more, the same or fewer than another set.  NOTE – it is easier for children to notice the difference between sets when the difference is greater.<br><br>Start by asking the children to compare 2 and 5 rather than 5 and 6 | <u>**Compare, size, capacity, mass**</u><br><br>Learning that objects can be compared and ordered according to their size.<br><br>Use of language such as big and little, small and large to describe a range of objects.<br><br>Specific language such as tall, long, short can also be introduced. | <u>**Simple patterns**</u><br><br>Copy, continue and create their own patterns.<br><br>Provide patterns with at least three full units of repeat.<br><br>Children will say the pattern out loud. | |
| **Spring 1** | <u>**1**</u><br><br>Identify representations of 1, 2, 3.  Subitise or count to find out how many and make their own collections of 1, 2 or 3 objects.<br>Match the number names to quantities and numerals.<br>Touch count in different arrangements and recognise | <u>**Weight**</u><br><br>Experience weight through carrying heavy and light items.<br>Make direct comparisons holding items to estimate which feels the heaviest then use the balance scales to check.<br>Use the language heavy, heavier than, heaviest, | <u>**2**</u><br><br>Identify representations of 1, 2, 3.  Subitise or count to find out how many and make their own collections of 1, 2 or 3 objects.<br>Match the number names to quantities and numerals.<br>Touch count in different arrangements and | |

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| the final number is the quantity of the set.<br><br>Number blocks episode 1<br>Counting to 1<br>Finding 1 object<br>Representing 1 on a 5 frame<br>A circle – 1 sides<br>shape (including in the environment)<br>1 action e.g. 1 hop, 1 jump, 1 clap<br>What is 1 made of 1 nose, 1 mouth, 1 body<br>Exploring different varieties of circles<br><br>1 being the first number, its position on a number line, ordinal numbers<br>Numicon 1<br>Dice 1<br>Subitising 1<br>The numeral and formation of 1<br>Number 1 in the environment<br>Representing 1 using marks, pictures and finger<br>Matching numeral to quantity | light, lighter than, lightest to compare items starting with items that have an obvious difference in weight.<br><br>Language- heavy, heavier than, heaviest, light, lighter than, lightest | recognise the final number is the quantity of the set.<br><br>Number blocks episode 2<br>Counting to 2<br>Finding 2 objects<br>Representing 2 on a 5 frame<br>A semi circle – 2 sides shape (including in the environment)<br>2 actions e.g. 2 hops, 2 jumps, 2 claps<br>What 2 is made of 1 is a part of me, 1 is a part of me and the whole of me is 2<br><br>2 being the second number, its position on a number line, ordinal numbers<br>Numicon 2<br>Dice 2<br>Subitising 2<br>The numeral and formation of 2<br>Number 2 in the environment<br>Representing 2 using marks, pictures and finger<br>Matching numeral to quantity |

**Spring 2**

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| **3** | **Length and height** | **4** |
| Identify representations of 1, 2, 3. Subitise or count to find out how many and make their own collections of 1, 2 or 3 objects.<br>Match the number names to quantities and numerals.<br>Touch count in different arrangements and recognise the final number is the quantity of the set.<br><br>Number blocks episode 3<br>Counting to 3<br>Finding 3 objects<br>Representing 3 on a 5 frame | Begin to use language to describe length and height e.g. the tree is tall the pencil is short.<br>Make direct comparisons, use specific mathematical vocabulary in relation to<br>Length - longer, shorter<br>height – taller, shorter<br>Breadth – wider, narrower<br><br>Find objects that are longer/shorter than a given item. Make comparisons (e.g. placing objects side by side to determine which is longer). | Count on and back to 4.<br>Subitise sets of up to 4 objects to find out how many make their own collections of objects.<br>Match the number to numerals and quantities and are able to say which sets have more and fewer items.<br>When counting continue to learn that the final number they say names the set.<br><br>Number blocks episode 4<br>Counting to 4<br>Finding 4 objects<br>Representing 4 on a 5 frame<br>Squares and rectangles, 4 sided shapes including in the environment |

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| | A triangle – 3 sides shape (including in the environment)<br>3 actions e.g. 3 hops, 3 jumps, 3 claps<br>What is 3 made of - 2 is a part of me, 1 is a part of me and the whole of me is 3.<br>Exploring different varieties and orientations of triangles.<br><br><span style="color:green">3 being the third number, its position on a number line, ordinal numbers<br>Numicon 3<br>Dice 3<br>Subitising 3<br>The numeral and formation of 3<br>Number 3 in the environment<br>Representing 3 using marks, pictures and finger<br>Matching numeral to quantity</span> | Encourage them to use more specific mathematical vocabulary in relation to<br>Length - longer, shorter<br>height – taller, shorter<br>Breadth – wider, narrower | 4 actions e.g. 4 hops, 4 jumps, 4 claps<br>Composition of 4 (2 is a part of me, 2 is a part of me and the whole of me is 4; 3 is a part of me, 1 is a part of me and the whole of me is 4)<br><br><span style="color:green">4 being the fourth number, its position on a number line, ordinal numbers<br>Numicon 4<br>Dice 4<br>Subitising 4<br>The numeral and formation of 4<br>Number 4 in the environment<br>Representing 4 using marks, pictures and finger<br>Matching numeral to quantity</span> |
| **Summer 1** | **<u>5</u>**<br><br>Subitise up to 5 items and to count forwards and backwards to 5 accuratey using the counting principles.<br>Represent up to 5 items on a five frame.<br><br>Number blocks episode 5<br>Counting to 5<br>Finding 5 objects<br>Representing 5 on a 5 frame<br>Pentagons, 5 sided shapes including in the environment<br>5 actions e.g. 5 hops, 5 jumps, 5 claps<br>Composition of 5 (3 is a part of me, 2 is a part of me and the whole of me is 5; 4 is a part of me, 1 is a part of me and the whole of me is 5) | **<u>1 more 1 less</u>**<br><br>Use real objects to see that the quantity of a group can be changed by adding more. Language of first, then, now used to create mathematical stories in meaningful contexts.<br>Continue to count, subitise and compare as they explore one more and one less.<br>Ensure the link between counting forwards and the one more pattern and back and the one less pattern. | **<u>Shapes</u>**<br><br>Properties of shapes. Talk about the properties using words such as 'straight/flat/round/ curved'. Flat surfaces should be referred to as faces.<br>Sorting of natural shapes; sorting stones, for example, into sets that have straight edges, sets that have curved edges etc. |

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| | 5 being the fifth number, its position on a number line, ordinal numbers<br>Numicon 5<br>Dice 5<br>Subitising 5<br>The numeral and formation of 5<br>Number 5 in the environment<br>Representing 5 using marks, pictures and finger<br>Matching numeral to quantity | | |
| Summer 2 | **My Day**<br><br>Talk about night and day and order key events from daily routines, such as waking up, coming to school, dinner, bed time.<br><br>Use language to describe when things happen e.g. day, night, morning, afternoon, before after, today, tomorrow.<br>Use the vocabulary of first and next. | **Capacity**<br><br>Building on understanding of full and empty<br>Opportunities to explore capacity with different materials such as water, sand, rice and loose parts<br>Compare full, half full, empty using the same container and using different sized and shaped containers.<br>Compare capacities of containers by pouring from one container to another to find which holds more or less water. | **Positional Language**<br><br>Begin to use language of position and direction; *Position: 'in', 'on', 'under'. Direction: 'up', 'down', 'across'*<br>Have opportunities to use terms which are relative: *'in front of, 'behind', 'on top of'.*<br>Have as many opportunities as possible to explore this language such as hunting for hidden objects with some prompts (e.g. look behind the shed). |