

<u>Autumn Term</u>	
Week	Objective
1	<u>Getting to know you!</u> Opportunities for settling in, introducing the areas of provision, getting to know the children introduce key times of day and class routines.
2	<u>Getting to know you!</u> Exploring the continuous provision inside and out. Where do things belong? Use positional Language
3	<u>Just like me</u> <u>Matching pairs</u> Being able to find what is the same, why is it the same. Being able to find one that is different, why is it different. (Socks, pebbles, towers, hidden bears, numicon shapes, shapes) <u>Sorting</u> Being able to sort objects into sets by colour, size or shape. Sorting the same set of objects in different ways. Sorting by different ways such as smooth, rough, shiny, big, little
4	<u>Just like me</u> <u>Match and sort</u> Identifying the odd one out and why. Finding things that 'belong' in a set and reasoning why they belong. Finding things that do not 'belong' in a set and reasoning why they do not belong. Discussing rules for deciding what goes into a set. <u>Comparing amounts</u> Comparing sets they have made, which set is greater. Are any groups equal, line up objects to do this. Which set has fewer? Which set is taller or shorter?
5	<u>Just like me</u> <u>Compare size, mass and capacity</u> Using the language big/little, large/small, tall/short, full/empty

	<u>Digging deeper</u>
6	<u>Just like me</u> <u>Exploring patterns</u> Making their own patterns, exploring AB patterns in a range of contents, size, shapes, colours, actions and sounds. Noticing mistakes in patterns and 'fixing' them.
7	<u>It's Me 1, 2, 3</u> <u>Representing 1, 2, 3</u> Identifying visual representation of 1, 2 3, counting 1:1, using marks to represent 1, 2, 3, using a 5 frame to represent 1, 2, 3. <u>Subitising</u> Perceptual subitising 1, 2 and 3, describing spatial patterns with 3 dots, represent quantities on their fingers in different ways, Identify sub groups of 1, 2 and 3 within larger arrangements.
8	<u>It's Me 1, 2, 3</u> <u>Comparing 1, 2, 3</u> Counting forwards and backwards, finding one more and one less, knowing that when we count forward each number is one more than the previous number, making groups and checking which one has fewer and which one has more
9	<u>It's Me 1, 2, 3</u> <u>Composition of 1, 2, 3</u> Knowing that numbers are made up of smaller numbers, look at how the numbers are made up, look at the step pattern for 1, 2, 3, compare compositions, use a 5 frame <u>Digging deeper</u>
10	<u>It's me 1, 2, 3</u> <u>Circles and triangles</u> Knowing a circle has one curved side and triangles have 3 straight sides. Identifying circles and triangles from other shapes, going on shape hunt <u>Positional Language</u>

	Building real size journeys in the outdoor area and use positional language to guide a friend, draw their own simple maps, explain to an adult
11	<p><u>Light and Dark</u> <u>Representing numbers to 5</u></p> <p><u>4</u> Count on and back to 4, subitise and count a set of 4 objects, make their own collections of 4. Match numeral to quantity; say which sets have fewer and more. Use their own marks to represent number 4. Arranging 4 items on a 5 frame.</p> <p><u>5</u> Count on and back to 5, subitise and count a set of 5 objects, make their own collections of 5. Match numeral to quantity; say which sets have fewer and more. Use their own marks to represent number 5. Arranging 5 items on a 5 frame.</p>
12	<p><u>Light and Dark</u> <u>One more and one less</u></p> <p>Use a 5 frames to represent numbers. Predict what will happen if they add one more or take one away, pattern building with one more and one less, ordering picture amounts.</p>
13	<p><u>Light and Dark</u> <u>Shapes with 4 sides</u></p> <p>Knowing rectangles and squares have 4 straight sides and 4 corners, noticing 4 squares and rectangles in everyday objects. Go on a shape hunt.</p> <p><u>Time</u> <u>Night and day.</u></p> <p>Order key events throughout their day, use language day, night, morning, afternoon, before, after, tomorrow, today. Measure time in simple ways e.g. 3 sleeps until the weekend or using simple timers.</p>