

EYFS Maths Progression and Coverage

Overview

Our Maths curriculum is in place to build upon prior knowledge and extend children’s learning in both Pre-school and FS2. The role of the adult is key in children’s exploration and language development and understanding of number and key concepts. Repeated routines enable children during carpet time to develop skills through modelling that they can then apply in their play during provision times. The focus for our maths curriculum is to unpick numbers and secure our understanding of the number system resulting in Year 1 readiness from their starting points to the end of FS2. In Pre-school children access, their curriculum using the NCETM and this then follows through into FS2 with the NCETM Mastering Maths programme. This ensures consistency, flow and progression and allows children to gather the tools they need for the Maths No Problem in Year 1. Maths is very often given contexts to engage and ‘hook’ children into their learning such as number songs, number opportunity rich texts and class problems that the children can explore and tackle.

Pre School

Children in Pre School at Christ Church are taught through a spiral curriculum that builds upon prior knowledge and covers the 6 areas of early mathematical learning from the NCETM (Cardinality and composition / comparison / composition / pattern / shape and space / measures. The mathematics curriculum is planned to ensure that when children leave Pre School to start they have a secure understanding of numbers to 5 and how to match quantity to numeral. As and when children are ready, the curriculum is planned to allow them to progress to numbers 6-10 in readiness for starting in FS2. A priority for children at Christ Church is to develop fluency in mathematics. It is for this reason that the activities that form this curriculum are repeated for each number to allow children to know more, remember more and do more with their knowledge.

FS2

Children that start FS2 at Christ Church have a carefully planned mathematics curriculum that builds upon secure prior learning and knowledge of numbers to 5. If Baseline assessments indicate that children have gaps in this knowledge, interventions will be planned to ensure children have the best possible opportunity to catch up and keep up. Our FS2 Mathematics curriculum considers the Pre School expectations as well as those for when children leave EYFS and move into KS1, accessing the National Curriculum. It also takes into consideration the skills and knowledge children will need to have to prepare them to move on to accessing Maths No Problem in KS1. Our curriculum is planned using the NCETM Mastering Number resources, with a key focus on developing children’s mathematical fluency. How the mathematics taught, and the structure of our sessions are progressive as the year goes on to ensure children can use and apply their knowledge within purposeful contexts at a level appropriate for them. Children that develop gaps in mathematics will have carefully planned interventions that take into account the EYFS mathematics curriculum at Christ Church and will be planned to support children in closing gaps rapidly.

Pre School						
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Children that access Pre School for more than 3 terms
NCETM 6 areas of early mathematics – Number 1 / 2 / 3	NCETM 6 areas of early mathematics – Number 4 / 5 / consolidation and extension	NCETM 6 areas of early mathematics – Number 1 / 2 / 3	NCETM 6 areas of early mathematics – Number 4 / 5 / consolidation and extension	NCETM 6 areas of early mathematics – Number 1 / 2 / 3 / 4	NCETM 6 areas of early mathematics – Number 5 / consolidation and extension	Repetition / extension based on numbers 1-5 if required Extension to numbers 6-10 if appropriate

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>NCETM Weeks 1 to 5</p> <ul style="list-style-type: none"> • Subitising- looking at different arrangements and saying the amount, regardless of position. • Counting, cardinality and ordinality- using 1:1 counting, objects, actions and noises. Counting in order. • Composition- combining amounts to make a whole number such as 1 and 1 makes 2, 3 and 1 makes 4. • Comparison- look at more than/fewer, using the terms to describe how objects are shared, noticing similarities and differences. <p>Shape, Space and Measure- Focus on language linked to SSM. Role of adult to engage and facilitate this. Key CP will support assessment and progress in this area such as water area, maths area. Look at language and shape names- 2d shapes. Modelling of properties of shapes, introducing new vocab such as straight sides, curved, point, and corner. Size language, recognising, and matching words to actions by ourselves as well as actions-</p>	<p>NCETM Weeks 6 to 10</p> <ul style="list-style-type: none"> • Counting, cardinality and ordinality- know the purpose of counting and explore showing numbers up to 5 using both hands and groups of objects that total up to 5. Become secure when counting an amount from a group of objects knowing that the last number they count is the total amount. • Comparison- comparing groups and using more specific mathematical language to describe the groups such as fewer than and more then. Beginning to compare more than two groups and saying what could happen to the groups to make them the same. • Composition- Looking at objects and numbers as wholes and the parts that make the wholes up. Using part wholes to look at how numbers are made up of parts, explaining and reasoning ideas linked to this. 	<p>NCETM Weeks 11 to 15</p> <ul style="list-style-type: none"> • Subitising- looking arrangements that are more complex, finding sub-groups within this, and saying the amount including these. Showing different amounts in a variety of ways- fingers, numerals, jottings. Matching numerals to quantities. • Counting, cardinality and ordinality- know that the word altogether gives a whole amount. Become secure ordering quantities as well as numbers. Know the order of numbers and how this does not change and why it cannot change. • Composition- know how numbers up to 5 are made and be secure using part whole model, to show how different numbers can be made up. Focus on how if the whole number is known and only one part is given, then what could the other number be. Use die pattern to explore numbers to 10. Look at how these numbers are '5 and a bit', how many 	<p>NCETM Weeks 16 to 20</p> <ul style="list-style-type: none"> • Counting, cardinality and ordinality- secure counting and ordering of numbers to 10 and beyond. Begin to count to 20 and beyond. Start to explore what the 1 represents in 2 digit numbers. Look at 1 less than and 1 more than, and saying an answer with accuracy and speed. • Comparison- focus on reasoning and explaining what ch notice. Language such as fewer, less, most, more than will be consolidated. • Composition- composing and decomposing numbers to 7. Using problem solving skills to look at how different parts can be put together to make a given number, guessing missing parts when one part has already been given. • Subitising- making own arrangements for different amounts. Look at doubling and numbers that when paired make 10. Noticing how blocks once doubled can 	<p>NCETM Weeks 20 to 25</p> <ul style="list-style-type: none"> • Counting, cardinality and ordinality- look at teen and ty numbers, and what happens to the numbers when they bridge 10 and 20. Focus on counting in order to higher numbers and objects that cannot be moved or seen. Starting to count on from different given numbers. • Subitising- look at more structured arrangements of number/objects such as die patterns and 10-frames. Ch. to explain arrangements using words linked to the spatial patterns/groups they see. • Composition- use various models to show how numbers are made up, 10-frames, part wholes, die frames etc. Explore number bonds to 10, pairing numbers that give the total 10 amount. Begin to know these bonds with speed and accuracy. • Comparison- look at how numbers that are close together compare and how numbers 	<p>NCETM Weeks 26 to 30</p> <p>Review and Assess</p> <p>Comparison- Early Learning Goal: Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other.</p> <ul style="list-style-type: none"> • comparing groups of the same object with a big difference in number, and then a small difference • comparing by looking, then by matching 1-to-1 • understanding when groups have an equal amount • comparing groups of objects that are of different sizes, colours or attributes • beginning to generalise about '1 more/1 less' within 10 • developing a sense of magnitude, e.g. knowing that 8 is a lot more than 2, but that 4 is only a little bit more than 2. <p>Counting beyond 20- Early Learning Goal: Verbally count beyond 20, recognising the pattern of the counting system</p> <ul style="list-style-type: none"> • tagging each object in a group of up to 10 objects (1-to-1 correspondence) • knowing number names to 10 and their order (stable order principle)

<p>show me a long shape, show me a tall shape. Cross Curricular links to support SSM such as PE.</p>	<p>Shape, Space and Measure- Focus on language linked to SSM. Role of adult to engage and facilitate this. Key CP will support assessment and progress in this area such as water area, maths area. Look at language and shape names- 2d shapes. Modelling of descriptions of shapes, introducing new vocab such as straight sides, curved, point, and corner. Size language, recognising, and matching words to actions by ourselves as well as actions- show me a long shape, show me a tall shape. Cross Curricular links to support SSM such as PE.</p>	<p>more bits are they? Begin to look at doubling of numbers and notice patterns when doing this.</p> <ul style="list-style-type: none"> Comparison- know that sets can be equal and unequal. Look at how this can be changed and manipulated using the sets to make them equal and unequal. Know that even though objects within sets may be different colours, size etc the amount is what matters. <p>Shape, Space and Measure- Focus on language linked to SSM. Role of adult to engage and facilitate this. Key CP will support assessment and progress in this area such as water area, maths area. Look at language and shape names- 2d shapes. Modelling of descriptions of shapes, introducing new vocab such as straight sides, curved, point, and corner. Size language, recognising, and matching words to actions by ourselves as well as actions- show me a long shape, show me a tall shape. Cross Curricular links to support SSM such as PE.</p>	<p>look and how they can be spilt to look similar or look different if number is odd. Use number tracks to count forwards backwards.</p> <ul style="list-style-type: none"> Composition- notice how odd and even affects arranging blocks and objects. Link knowledge about doubling to odd and even. Look at sorting objects using different criteria, ch explaining the sorting process using their own justification and exploring if they are correct or not and why. <p>Shape, Space and Measure- Focus on language linked to SSM. Role of adult to engage and facilitate this. Key CP will support assessment and progress in this area such as water area, maths area. Look at language and shape names- 2d shapes. Modelling of descriptions of shapes, introducing new vocab such as straight sides, curved, point, and corner. Size language, recognising, and matching words to actions by ourselves as well as actions- show me a long shape, show me a tall shape.</p>	<p>far apart compare. Ch. will use number tracks to compare numbers, moving forwards and backwards with confidence. Be able to explain how numbers change as they move through a number track. Develop own mental number tracks to use in their play.</p> <p>Shape, Space and Measure- Focus on language linked to SSM. Role of adult to engage and facilitate this. Key CP will support assessment and progress in this area such as water area, maths area. Look at language and shape names- 2d shapes. Modelling of descriptions of shapes, introducing new vocab such as straight sides, curved, point, and corner. Size language, recognising, and matching words to actions by ourselves as well as actions- show me a long shape, show me a tall shape. Cross Curricular links to support SSM such as PE.</p>	<ul style="list-style-type: none"> knowing that the last number counted gives the total in the set (cardinal principle) counting up to 10 things that can't be seen or tagged, such as jumps, hops, sounds, etc. (abstraction principle) understanding that the quantity remains the same when (up to 10) objects are counted in a different order (order irrelevance principle) developing strategies to keep track of what has and has not been counted (e.g. rearranging objects into a line, moving objects as they're counted) recognising the pattern of the counting system, when beginning to count beyond 20. <p>Patterns within numbers to 10- Early Learning Goal: Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</p> <ul style="list-style-type: none"> assembling a whole object from different parts making a whole number from 2 parts splitting some numbers into 2 groups that each have an equal amount recognising that 2 equal groups can make a double, e.g. double 3 is 6 altogether
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			<p>Cross Curricular links to support SSM such as PE.</p>		<ul style="list-style-type: none"> • understanding that double patterns are even; they have 'flat tops' • understanding that odd numbers cannot be split into 2 equal groups; they're not doubles, they have an 'odd block'/'odd one out' <p>Automatic recall- Early Learning Goal: Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10 (including doubles facts)</p> <ul style="list-style-type: none"> • knowing that whole amounts can be split into parts • knowing that parts can be combined to make whole amounts, and that the whole is larger than each of its parts • knowing the 'numbers within' 3 (i.e. that 3 is composed of 2 and 1) • knowing the different 'numbers within' 4 and 5, and naming the parts that make the whole number (e.g. that 5 is composed of 4 and 1, and 3 and 2) • when shown a quantity to 5, saying how many are subsequently hidden under a cloth or bowl • knowing the different 'numbers within' 10, and naming the parts that make the whole number,
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					<p>e.g. that 10 is composed of 5 and 5, or 6 and 4</p> <ul style="list-style-type: none"> • knowing doubles facts up to '5 and 5 make 10'. • Understanding of numbers to 10- comparing by looking, then by matching 1-to-1 • comparing groups of objects that are different sizes/colours/attributes, using the language of comparison • showing (through practical activities) an understanding that numbers can be split into smaller parts • showing (through practical activities) how to recombine parts to make a whole amount • showing that some numbers to 10 can be split into 2 equal parts • knowing that 5 is a key anchor in our number system, from which other numbers may be derived • beginning to generalise about '1 more than/1 less than' within 10 • developing a sense of magnitude, e.g. knowing that 8 is a lot more than 2, but 4 is only a little bit more than 2. • <p>Subitising on a rekenrek- Early Learning Goal: Subitise (recognise quantities without counting) up to 5</p> <ul style="list-style-type: none"> • perceptual subitising (recognising small amounts without counting) of up to 4
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					<p>clearly defined objects in different contexts</p> <ul style="list-style-type: none">• perceptual subitising to 5 – saying an amount to 5 shown in a familiar, structured arrangement, e.g. finger patterns, die patterns, number plates or dots on a 10-frame• auditory subitising – correctly saying when they have heard 2, 3 or 4 drum beats• conceptual subitising to 5 – quickly saying the groups that they have seen in standard and non-standard arrangements, and naming the whole amount, e.g. <i>I know it's 5 because I can see 4 and 1 more.</i> <p>Shape, Space and Measure- Focus on language linked to SSM. Role of adult to engage and facilitate this. Key CP will support assessment and progress in this area such as water area, maths area. Look at language and shape names- 2d shapes. Modelling of descriptions of shapes, introducing new vocab such as straight sides, curved, point, and corner. Size language, recognising, and matching words to actions by ourselves as well as actions- show me a long shape, show me a tall shape. Cross Curricular links to support SSM such as PE.</p>
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Pre School Planning

Autumn 1

Autumn 1										
	Number One				Number Two					
Songs / rhymes / texts that may link	Numberblocks clips and resources (NCETM) Humpty Dumpty				Numberblocks clips and resources (NCETM) The animals went in two by two					
Repeated activities (starter / throughout daily routine)	Daily counting up to and back from 10 Oral repetition of composition of numbers covered Counting is built into everyday routines such as self register using 5 frames to support, tidying up, lining up or counting out pieces of fruit at snack time. Children will have access to a range of jigsaws throughout the year which will increase in complexity as the year progresses.									
NCETM Focus	Cardinality and composition	Comparison	Shape and space	Measures	Cardinality and composition	Comparison	Composition	Pattern	Shape and space	Measures
Activities	One beat on the drum Simon says game linked to one e.g. one finger, one clap, one hop Find one thing in the provision Show one on a five frame Dice rolling activity – all with pictures of one action to complete Find numeral one in the provision Threading one item onto a lace Show finger numbers – 1 Quick flash of one spot in different positions – how many spots can the children see?	One or none / more activities with familiar objects	Circles – 1 curved side	Does one cup of water fill any of the containers? Children to make predictions based on whether one cup will fill any of them 1 st in the line – lining up	Two beats on the drum Simon says game linked to Find two things in the provision Show two on a five frame Dice rolling activity – all with pictures of two actions to complete Find numeral two in the provision Threading two item onto a lace Show finger numbers – 2 Counting out two objects Make dot cards Show finger numbers – 1 and 2 Quick flash of one and two spots in different positions – how many spots can	Compare quantities of one and two using more and fewer	Making two using one plus one with familiar objects	Introduce what patterns are – look at patterns on socks and wellies to make a pair	Compare the heights of models using one or two blocks e.g. which is taller/ which is shorter?	Make playdough using cups as measurmenets – link to 1 cup / 2 cups etc

					the children see?					
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Autumn 1						
	Number Three					
Songs / rhymes / texts that may link	Numberblocks clips and resources (NCETM) The 3 little pigs 3 blind mice					
Repeated activities (starter / throughout daily routine)	Daily counting up to and back from 10 Oral repetition of composition of numbers covered Counting is built into everyday routines such as self register using 5 frames to support, tidying up, lining up or counting out pieces of fruit at snack time. Children will have access to a range of jigsaws throughout the year which will increase in complexity as the year progresses.					
NCETM Focus	Cardinality and composition	Comparison	Composition	Pattern	Shape and space	Measures
Activities	Play up to three beats on the drum Simon says game linked to three e.g. three fingers, three claps, three hops Find three things in the provision Show three on a five frame Dice rolling activity – all with pictures of actions to complete linked to 1,2 and 3 Find numeral 3 in the provision Find numerals 1,2 and 3 in the provision Threading three items onto a lace Show finger numbers –3 (and up to 3) Counting out three objects Make dot cards Quick flash of one, two and three spots in different positions – how many spots can the children see?	Children to make their own cards which show 1,2,3 Compare quantities of one, two and three using more and fewer		Looking at Patterns on animals – zebra / cheetah / giraffe etc	Explore the properties of a triangle Make shapes using 3 match sticks – what shape can you make?	Children to use measuring cups to make playdough 1,2,3 cups. Fill three cups with water/ sand etc.

Autumn 2

Autumn 2												
	Number Four						Number Five					
Songs / rhymes / texts that may link	Numberblocks clips and resources (NCETM) Bear in a square						Numberblocks clips and resources (NCETM) A squash and a squeeze 5 cheeky monkeys 1,2,3,4,5 once I caught a fish alive					
Repeated activities (starter / throughout daily routine)	Daily counting up to and back from 10 Oral repetition of composition of numbers covered Counting is built into everyday routines such as self register using 5 frames to support, tidying up, lining up or counting out pieces of fruit at snack time. Children will have access to a range of jigsaws throughout the year which will increase in complexity as the year progresses.						Daily counting up to and back from 10 Oral repetition of composition of numbers covered Counting is built into everyday routines such as self register using 5 frames to support, tidying up, lining up or counting out pieces of fruit at snack time. Children will have access to a range of jigsaws throughout the year which will increase in complexity as the year progresses.					
NCETM Focus	Cardinality and composition	Comparison	Composition	Pattern	Shape and space	Measures	Cardinality and composition	Comparison	Composition	Pattern	Shape and space	Measures
Activities	Play up to four beats on the drum Simon says game linked to four e.g. four fingers, four claps, four hops Find four things in the provision Show four on a five frame Dice rolling activity – all with pictures of actions to complete linked to 1,2 3 and 4 Find numeral 4 in the provision Find numerals 1,2, 3 and 4 in the provision Threading four items onto a lace Show finger numbers –4 (and up to 4) Counting	Children to make their own cards which show 1,2,3,4 Compare quantities of one, two, three and four using more and fewer		Patterns on clothes – stripes, spots	Explore the properties of a square Make shapes using 4 match sticks – what shape can you make? What shapes can you make using four multi link cubes What can the children spot that is a square in the story?	Children to use measuring cups to make playdough 1,2,3,4 cups/ measuring spoons. Fill four cups with water/ sand etc.	Play up to five beats on the drum Simon says game linked to five e.g. five fingers, five claps, five hops Find five things in the provision Show five on a five frame Dice rolling activity – all with pictures of actions to complete linked to 1,2 3, 4 and 5. Find numeral 5 in the provision Find numerals 1,2, 3, 4 and 5 in the	Children to make their own cards which show 1,2,3,4, 5 Compare quantities of one, two, three, four and five using more and fewer		Patterns on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’	Make shapes using 5 match sticks – what shape can you make? What shapes can you make using five multi link cubes?	Children to use measuring cups to make play-dough 1,2,3,4,5 cups/ measuring spoons. Fill four cups with water/ sand etc.

	out four objects Make dot cards Posting card activity – 1, 2, 3, 4						provision Threading five items onto a lace Show finger numbers –5 (and up to 5) Counting out five objects Make dot cards Posting card activity – 1, 2, 3, 4, 5					
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Spring 1

Spring 1												
	Number One						Number Two					
Songs / rhymes / texts that may link	Numberblocks clips and resources (NCETM) Dear Zoo Humpty Dumpty						Numberblocks clips and resources (NCETM) The animals went in two by two					
Repeated activities (starter / throughout daily routine)	Daily counting up to and back from 10 Oral repetition of composition of numbers covered Counting is built into everyday routines such as self register using 5 frames to support, tidying up, lining up or counting out pieces of fruit at snack time. Children will have access to a range of jigsaws throughout the year which will increase in complexity as the year progresses.						Daily counting up to and back from 10 Oral repetition of composition of numbers covered Counting is built into everyday routines such as self register using 5 frames to support, tidying up, lining up or counting out pieces of fruit at snack time. Children will have access to a range of jigsaws throughout the year which will increase in complexity as the year progresses.					
NCETM Focus	Cardinality and composition	Comparison	Composition	Pattern	Shape and space	Measures	Cardinality and composition	Comparison	Composition	Pattern	Shape and space	Measures
Activities	One beat on the drum Simon says game linked to one e.g. one finger, one clap, one hop Find one thing in the provision Show one on a five frame Dice rolling activity – all with pictures of one action to complete Find numeral one in the provision Threading one item onto a lace Show finger numbers – 1 Quick flash of one spot in different positions – how many spots can the children see? Discuss body				Circle printing activity – use fruits too e.g. half an orange, potato Focus on positional language – on top, next to, beside, under, in front, behind . Sphere has one curved face	Does one cup of water fill any of the containers? Children to make predictions based on whether one cup will fill any of them. Focus on the vocab full and empty. 1 st in the line – lining up/ in a race	Two beats on the drum Simon says game linked to two e.g. one finger, one clap, one hop Find two things in the provision Show two on a five frame Dice rolling activity – all with pictures of two actions to complete Find numeral two in the provision Threading two item onto a lace Show finger numbers – 2 Counting out two	Compare quantities of one and two using more and fewer		ABAB patters e.g. stick, pinecone, stick, pinecone children to continue your pattern	Compare the heights of models using one or two blocks e.g. which is taller/ which is shorter?	Make Play doh link to cups for measuring

	parts we have one of e.g. one mouth, one nose etc. Matches the right number to a group of things e.g. pegs, paperclips etc.						objects Make dot cards Posting card activity – 1 and 2 Show finger numbers – 1 and 2 Quick flash of one and two spots in different positions – how many spots can the children see? Matches the right number to a group of things e.g. pegs, paperclips etc.					
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Spring 1							Spring 2					
	Number Three						Number Four					
Songs / rhymes / texts that may link	3 little pigs Goldilocks and the 3 bears 3 blind mice						Bear in a square					
Repeated activities (starter / throughout daily routine)	Daily counting up to and back from 10 Oral repetition of composition of numbers covered Counting is built into everyday routines such as self register using 5 frames to support, tidying up, lining up or counting out pieces of fruit at snack time. Children will have access to a range of jigsaws throughout the year which will increase in complexity as the year progresses.						Daily counting up to and back from 10 Oral repetition of composition of numbers covered Counting is built into everyday routines such as self register using 5 frames to support, tidying up, lining up or counting out pieces of fruit at snack time. Children will have access to a range of jigsaws throughout the year which will increase in complexity as the year progresses.					
NCETM Focus	Cardinality and composition	Comparison	Composition	Pattern	Shape and space	Measures	Cardinality and composition	Comparison	Composition	Pattern	Shape and space	Measures
Activities	Play up to three beats on the drum Simon says game linked to three e.g. three fingers, three claps, three hops Find three things in the provision Show three on a five frame Dice rolling activity – all with pictures of actions to complete linked to 1,2 and 3 Find numeral 3 in the provision Find numerals 1,2 and 3 in the provision Threading three items onto a lace Show finger numbers –3	Children to make their own cards which show 1,2,3 Compare quantities of one, two and three using more and fewer		Children to create their own ABAB patterns.	Explore the properties of a triangle Make shapes using 3 match sticks – what shape can you make? Children to organise the tree mice from smallest to biggest.	Children to use measuring cups to make play - dough 1,2,3 cups. Fill three cups with water/ sand etc. Compare the weights of objects.	Play up to four beats on the drum Simon says game linked to four e.g. four fingers, four claps, four hops Find four things in the provision Show four on a five frame Dice rolling activity – all with pictures of actions to complete linked to 1,2 3 and 4 Find numeral 4 in the provision Find numerals 1,2, 3 and 4 in the provision		Children to make their own cards which show 1,2,3,4 Compare quantities of one, two, three and four using more and fewer	Children to spot the mistake of an ABAB pattern e.g. ABABAAB	Explore the properties of a square Make shapes using 4 match sticks – what shape can you make? What shapes can you make using four multi link cubes What can the children spot that is a square in the story?	Children to use measuring cups to make play - dough 1,2,3,4 cups/ measuring spoons. Fill four cups with water/ sand etc.

	<p>(and up to 3) Counting out three objects Make dot cards Posting card activity – 1, 2, 3 Quick flash of one, two and three spots in different positions – how many spots can the children see? Children to make three houses. Matches the right number to a group of things e.g. pegs, paperclips etc.</p>						<p>Threading four items onto a lace Show finger numbers –4 (and up to 4) Counting out four objects Make dot cards Posting card activity – 1, 2, 3, 4 Quick flash of one, two, three and four spots in different positions – how many spots can the children see? Matches the right number to a group of things e.g. pegs, paperclips etc.</p>					
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Spring 2

Spring 2													
	Number Five						Consolidation of one to five						
Songs / rhymes / texts that may link	A squash and a squeeze 5 little men 5 cheeky monekys												
Repeated activities (starter / throughout daily routine)													
NCETM Focus	Cardinality and composition	Comparison	Composition	Pattern	Shape and space	Measures	Cardinality and composition	Comparison	Composition	Pattern	Shape and space	Measures	
Activities	Play up to five beats on the drum Simon says game linked to five e.g. five fingers, five claps, five hops Find five things in the provision Show five on a five frame Dice rolling activity – all with pictures of actions to complete linked to 1,2 3, 4 and 5. Find numeral 5 in the provision Find numerals 1,2, 3, 4 and 5 in the provision Threading five items onto a lace Show finger numbers –5 (and up to 5)	Children to make their own cards which show 1,2,3,4, 5 Compare quantities of one, two, three, four and five using more and fewer				Make shapes using 5 match sticks – what shape can you make? What shapes can you make using five multi link cubes	Children to use measuring cups to make playdough 1,2,3,4, 5 cups/ measuring spoons. Fill four cups with water/ sand etc.	Roll the dice children to work on counting out a given number of objects up to five. Focus on ordering numbers 1-5 and match the corresponding number of objects underneath. Roll a dice children to count out the corresponding number of objects and match to the correct numeral from 1-5.	Compare quantities using the language of more than and fewer than.	Work on number bonds up to 3 practically. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.		Look at ways of sharing food/ objects e.g. like splitting a sandwich in half to share with a friend Describe shapes to the children based on their properties (hide the shape e.g. a circle, triangle, square and rectangle.	Compare the size and length of objects – use the language small, smaller

	Counting out five objects Make dot cards Posting card activity – 1, 2, 3, 4, 5 Matches the right number to a group of things 1-5 e.g. pegs, paperclips etc.											
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Summer 1

Summer 1												
	Number One						Number Two					
Songs / rhymes / texts that may link	Dear zoo						1, 2 buckle my shoe The animals went in 2 by 2					
Repeated activities (starter / throughout daily routine)	Daily counting up to and back from 10 Oral repetition of composition of numbers covered Counting is built into everyday routines such as self register using 5 frames to support, tidying up, lining up or counting out pieces of fruit at snack time. Children will have access to a range of jigsaws throughout the year which will increase in complexity as the year progresses.						Daily counting up to and back from 10 Oral repetition of composition of numbers covered Counting is built into everyday routines such as self register using 5 frames to support, tidying up, lining up or counting out pieces of fruit at snack time. Children will have access to a range of jigsaws throughout the year which will increase in complexity as the year progresses.					
NCETM Focus	Cardinality and composition	Comparison	Composition	Pattern	Shape and space	Measures	Cardinality and composition	Comparison	Composition	Pattern	Shape and space	Measures
Activities	One beat on the drum Simon says game linked to one e.g. one finger, one clap, one hop Find one thing in the provision Show one on a five frame Dice rolling activity – all with pictures of one action to complete Find numeral one in the provision Threading one item onto a lace Show finger numbers – 1 Quick flash of one spot in different positions – how many spots can the children see? Discuss body				Circle printing activity – use fruits too e.g. half an orange, potato Focus on positional language – on top, next to, beside, under, in front, behind. Sphere has one curved face	Does one cup of water fill any of the containers? Children to make predictions based on whether one cup will fill any of them. Focus on the vocab full and empty. 1 st in the line – lining up/ in a race	Two beats on the drum Simon says game linked to two e.g. one finger, one clap, one hop Find two things in the provision Show two on a five frame Dice rolling activity – all with pictures of two actions to complete Find numeral two in the provision Threading two item onto a lace Show finger numbers – 2 Counting out two	Compare quantities of one and two using more and fewer		ABAB patters e.g. stick, pinecone, stick, pinecone children to continue your pattern.	Compare the heights of models using one or two blocks e.g. which is taller/ which is shorter?	Make Play doh link to cups for measuring

	<p>parts we have one of e.g. one mouth, one nose etc. Matches the right number to a group of things e.g. pegs, paperclips etc.</p>						<p>objects Make dot cards Posting card activity – 1 and 2 Show finger numbers – 1 and 2 Quick flash of one and two spots in different positions – how many spots can the children see? Matches the right number to a group of things e.g. pegs, paperclips etc.</p>					
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Summer 1

Summer 1												
	Number Three						Number Four					
Songs / rhymes / texts that may link	Goldilocks and the 3 bears 3 little pigs 3 blind mice 3 billy goats gruff						Bear in a square					
Repeated activities (starter / throughout daily routine)	Daily counting up to and back from 10 Oral repetition of composition of numbers covered Counting is built into everyday routines such as self register using 5 frames to support, tidying up, lining up or counting out pieces of fruit at snack time. Children will have access to a range of jigsaws throughout the year which will increase in complexity as the year progresses.						Daily counting up to and back from 10 Oral repetition of composition of numbers covered Counting is built into everyday routines such as self register using 5 frames to support, tidying up, lining up or counting out pieces of fruit at snack time. Children will have access to a range of jigsaws throughout the year which will increase in complexity as the year progresses.					
NCETM Focus	Cardinality and composition	Comparison	Composition	Pattern	Shape and space	Measures	Cardinality and composition	Comparison	Composition	Pattern	Shape and space	Measures
Activities	Play up to three beats on the drum Simon says game linked to three e.g. three fingers, three claps, three hops Find three things in the provision Show three on a five frame Dice rolling activity – all with pictures of actions to complete linked to 1,2 and 3 Find numeral 3 in the provision Find numerals 1,2 and 3 in the provision Threading three items onto a lace Show finger numbers –3	Children to make their own cards which show 1,2,3 Compare quantities of one, two and three using more and fewer		Children to create their own ABAB patterns.	Explore the properties of a triangle Make shapes using 3 match sticks – what shape can you make? Children to organise the tree mice from smallest to biggest.	Children to use measuring cups to make playdough 1,2,3 cups. Fill three cups with water/ sand etc. Compare the weights of objects.	Play up to four beats on the drum Simon says game linked to four e.g. four fingers, four claps, four hops Find four things in the provision Show four on a five frame Dice rolling activity – all with pictures of actions to complete linked to 1,2 3 and 4 Find numeral 4 in the provision Find numerals 1,2, 3 and 4 in the provision	Children to make their own cards which show 1,2,3,4 Compare quantities of one, two, three and four using more and fewer		Children to spot the mistake of an ABAB pattern e.g. ABABAAB	Explore the properties of a square Make shapes using 4 match sticks – what shape can you make? What shapes can you make using four multi link cubes What can the children spot that is a square in the story?	Children to use measuring cups to make play-dough 1,2,3,4 cups/ measuring spoons. Fill four cups with water/ sand etc.

	<p>(and up to 3) Counting out three objects Make dot cards Posting card activity – 1, 2, 3 Quick flash of one, two and three spots in different positions – how many spots can the children see? Children to make three houses. Matches the right number to a group of things e.g. pegs, paperclips etc.</p>						<p>Threading four items onto a lace Show finger numbers –4 (and up to 4) Counting out four objects Make dot cards Posting card activity – 1, 2, 3, 4 Quick flash of one, two, three and four spots in different positions – how many spots can the children see? Matches the right number to a group of things e.g. pegs, paperclips etc.</p>					
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Summer 2

Summer 2												
	Number Five						Consolidation of one to five					
Songs / rhymes / texts that may link	5 little men 5 cheeky monkeys A squash and a squeeze 5 currant buns											
Repeated activities (starter / throughout daily routine)	Daily counting up to and back from 10 Oral repetition of composition of numbers covered Counting is built into everyday routines such as self register using 5 frames to support, tidying up, lining up or counting out pieces of fruit at snack time. Children will have access to a range of jigsaws throughout the year which will increase in complexity as the year progresses.						Daily counting up to and back from 10 Oral repetition of composition of numbers covered Counting is built into everyday routines such as self register using 5 frames to support, tidying up, lining up or counting out pieces of fruit at snack time. Children will have access to a range of jigsaws throughout the year which will increase in complexity as the year progresses.					
NCETM Focus	Cardinality and composition	Comparison	Composition	Pattern	Shape and space	Measures	Cardinality and composition	Comparison	Composition	Pattern	Shape and space	Measures
Activities	Play up to five beats on the drum Simon says game linked to five e.g. five fingers, five claps, five hops Find five things in the provision Show five on a five frame Dice rolling activity – all with pictures of actions to complete linked to 1,2 3, 4 and 5. Find numeral 5 in the provision Find numerals 1,2, 3, 4 and 5 in the provision Threading five items onto a lace Show finger numbers –5	Children to make their own cards which show 1,2,3,4, 5 Compare quantities of one, two, three, four and five using more and fewer			Make shapes using 5 match sticks – what shape can you make? What shapes can you make using five multi link cubes	Children to use measuring cups to make playdough 1,2,3,4, 5 cups/ measuring spoons. Fill four cups with water/ sand etc.	Roll the dice children to work on counting out a given number of objects up to five. Focus on ordering numbers 1-5 and match the corresponding number of objects underneath. Roll a dice children to count out the corresponding number of objects and match to the correct numeral from 1-5.	Compare quantities using the language of more than and fewer than.	Work on number bonds up to 3 practically. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.		Look at ways of sharing food/ objects e.g. like splitting a sandwich in half to share with a friend Describe shapes to the children based on their properties (hide the shape e.g. a circle, triangle, square and rectangle.	Compare the size and length of objects – use the language small, smaller

	<p>(and up to 5) Counting out five objects Make dot cards Posting card activity – 1, 2, 3, 4, 5 Matches the right number to a group of things 1-5 e.g. pegs, paperclips etc.</p>										
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Number Six						
Songs / rhymes / texts that may link	Six dinner sid					
Repeated activities (starter / throughout daily routine)	Daily counting up to and back from 10 Oral repetition of composition of numbers covered Counting is built into everyday routines such as self register using 5 and 10 frames to support, tidying up, lining up or counting out pieces of fruit at snack time. Children will have access to a range of jigsaws throughout the year which will increase in complexity as the year progresses.					
NCETM Focus	Cardinality and composition	Comparison	Composition	Pattern	Shape and space	Measures
Activities	Play up to six beats on the drum Simon says game linked to six e.g. six fingers, six claps, six hops Find six things in the provision Threading six items onto a lace Counting out six objects Make dot cards Matches the right number to a group of things 1-6.	Children to make their own cards which show 6 Compare quantities of one, two, three, four, five and six using more and fewer				

Number Seven						
Songs / rhymes / texts that may link	The great pet sale					
Repeated activities (starter / throughout daily routine)	Daily counting up to and back from 10 Oral repetition of composition of numbers covered Counting is built into everyday routines such as self register using 5 frames to support, tidying up, lining up or counting out pieces of fruit at snack time. Children will have access to a range of jigsaws throughout the year which will increase in complexity as the year progresses.					
NCETM Focus	Cardinality and composition	Comparison	Composition	Pattern	Shape and space	Measures
Activities	Play up to seven beats on the drum Simon says game linked to seven e.g. six fingers, seven claps, seven hops Find seven	Children to make their own cards which show 6 and 7 discuss which is more Compare quantities of one, two, three, four,				

	things in the provision Find numeral 7 in the provision Threading seven items onto a lace Counting out seven objects Make dot cards Matches the right number to a group of things 1-7.	five, six and seven using more and fewer				
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	Number Eight					
Songs / rhymes / texts that may link	Incy wincy spider How many legs?					
Repeated activities (starter / throughout daily routine)	Daily counting up to and back from 10 Oral repetition of composition of numbers covered Counting is built into everyday routines such as self register using 5 frames to support, tidying up, lining up or counting out pieces of fruit at snack time. Children will have access to a range of jigsaws throughout the year which will increase in complexity as the year progresses.					
NCETM Focus	Cardinality and composition	Comparison	Composition	Pattern	Shape and space	Measures
Activities	Play up to eight beats on the drum Simon says game linked to eight e.g. eight fingers, eight claps, eight hops Find eight things in the provision Find numeral 8 in the provision Threading eight items onto a lace Counting out eight objects Make dot cards Matches the right number to a group of things 1-8.	Compare quantities of one, two, three, four, five, six, seven and eight using more and fewer				

	Number Nine					
Songs / rhymes / texts that may link						

Repeated activities (starter / throughout daily routine)	Daily counting up to and back from 10 Oral repetition of composition of numbers covered Counting is built into everyday routines such as self register using 5 frames to support, tidying up, lining up or counting out pieces of fruit at snack time. Children will have access to a range of jigsaws throughout the year which will increase in complexity as the year progresses.					
NCETM Focus	Cardinality and composition	Comparison	Composition	Pattern	Shape and space	Measures
Activities	Play up to nine beats on the drum Simon says game linked to nine e.g. nine fingers, nine claps, nine hops Find nine things in the provision Find numeral 9 in the provision Threading nine items onto a lace Counting out nine objects Make dot cards Matches the right number to a group of things 1-9.	Compare quantities of one, two, three, four, five, six and seven, eight and nine using more and fewer				

	Number Ten					
Songs / rhymes / texts that may link	10 fat sausages Ten in the bed					
Repeated activities (starter / throughout daily routine)	Daily counting up to and back from 10 Oral repetition of composition of numbers covered Counting is built into everyday routines such as self register using 5 frames to support, tidying up, lining up or counting out pieces of fruit at snack time. Children will have access to a range of jigsaws throughout the year which will increase in complexity as the year progresses.					
NCETM Focus	Cardinality and composition	Comparison	Composition	Pattern	Shape and space	Measures
Activities	Play up to ten beats on the drum Simon says game linked to ten e.g. ten fingers, ten claps, ten hops Find ten things in the provision Find numeral 10 in the provision Threading ten items onto a lace Counting out ten objects	Compare quantities of one, two, three, four, five and six, seven, eight, nine and ten using more and fewer				

	Make dot cards Matches the right number to a group of things 1-10.					
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