



Pupils will be able to:

Counting

Enjoys reciting numbers from 0 to 10 and back from 10 to 0

Has fun counting as far as they can go and is fascinated with large numbers

Shows interest in meaningful numbers

'Tags' (reliably points or touches each item), saying one number for each item, using the stable order of 1,2,3,4,5 at first, and then later, to 10.

Uses some number names and number language within play

Begin to recognise numerals and make marks to represent amounts.

Cardinality

Subitises: e.g. instantly recognising under 5 objects without counting

Recognises that the last number said represents the total counted so far (cardinal principle) with numbers to 5, then beyond

Shows 'finger numbers', up to 5 then beyond

Links numerals with amounts up to 5, then beyond

Explores using a range of marks and signs to which they ascribe mathematical meanings

Shape

Chooses puzzle pieces and tries to fit them in

Recognises that two objects have the same shape

Makes simple constructions

Chooses items based on shape so they are appropriate for specific tasks

Responds to both informal language and common shape names

Shows awareness of similarities and differences between natural and manufactured shapes in the environment

Partitions and combines shapes to make new shapes with 2D and 3D shapes

Creates arches and enclosures when building, using trial and improvement to select blocks

Pattern

Becoming familiar with patterns in daily routines

Joins in with and predicts what comes next in a story or rhyme

Notices, predicts and continues patterns in familiar contexts

Joins in and anticipates repeated sound and action patterns

Is interested in what happens next using the pattern of everyday routines

Creates their own spatial patterns showing some organisation or regularity

Adds to simple linear patterns of two or three repeating items (AB or ABC)

Join in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next

Measures

Shows an interest in size and weight

Compares sizes, lengths, weights and capacities using gesture and informal language

Finds the longer or shorter, heavier or lighter and more/less full of two items

	Week 1	Week 2	Week 3	Week 4	Week 5/6	Week 7/8	
Rhyme and story covered this term	Train Ride 5 Little Firemen- July Rhyme of the month 5 Boats 10 Little Airplanes Rosies Walk						
Key Group Session	We are going on a train. Counting people on and off the train. How many are left? How many more can fit on the train?	Make a train again. This time ask the children to use a white board to make marks for the amounts on a bus.	Look at some different photos of shapes in the environment. Name these shapes Go on a shape hunt.	Shape sorting into categories. For example, circles not circles.	Look at different patterns can the children continues the pattern?	Model making a repeating pattern. Give the children resources to make their own repeating pattern. AB the ABC or AABAAB etc	Subitizing amounts- flash cards. Playing a game of matching amounts Playing games to use skills learnt- such as subitizing
Adult Led Task	Repeat session with smaller 5/10 frame buses and people.		Create own train using recycled materials.		Continuing a repeating pattern Making own repeating pattern.		Games to practise subitizing.

Suggested Continuous Provision	Regularly say the counting sequence, in a variety of playful contexts, inside and outdoors, forwards and backwards, sometimes going to high numbers. For example: hide and seek, rocket-launch countdowns. Count things and then repeat the last number. For example: "1, 2, 3 - 3 cars". Point out the number of things whenever possible	Provide a range of natural and everyday objects and materials, as well as blocks and shapes, for children to play with freely and to make models with.	Provide a range of natural and everyday objects and materials, as well as blocks and shapes, for children to play with freely and to make patterns with. When appropriate, encourage children to continue patterns and spot mistakes. Engage children in following and inventing movement and music patterns, such as clap, clap, stamp.	
<i>Development Matters Goals</i> <i>To know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</i> <i>To solve real world mathematical problems with numbers up to 5.</i> <i>To compare quantities using language: 'more than', 'fewer than'.</i> <i>To be able to talk about daily routines.</i> <i>To predict what might happen next in a story.</i> <i>To create own pattern with some organisation.(AB)</i> <i>To be able to compare capacities</i> <i>To identify containers that have more/less or full of two items.</i>				

