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| **Autumn Term**  |
| **Aut 1** | **Week 1** | **Week 2** | **Week 3**  | **Week 4** | **Week 5**  | **Week 6**  | **Week 7** | **Week 8**  | **Half Term** |
|  | Baselines Time- Routines | Baselines- Number songs | Baselines – Number songs | **Subitising**Subitising within 3 | **Counting, Ordinality and cardinality**Focus on counting skills | **Composition**Explore how all numbers are made of 1’sFocus on composition of 3 and 4.  | **Subitising**Subitise objects and sounds |
| Repeating patterns | 2D shape introduction | ABAB Patterns | 2D/3D shapes in the environment |
| **Aut 2** | **Week 1** | **Week 2** | **Week 3**  | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **End of Term** |
| **Comparison**Comparison of sets- ‘just by looking’Use the language of comparison: more than and fewer than | **Counting, Ordinality and cardinality**Focus on counting skillsFocus on the ‘five-ness of 5’ using one hand and the die pattern for 5 | **Comparison**Comparison of sets- by matchingUse the language of comparison: more than, fewer than, an equal number | **Composition**Explore the concept of ‘whole’ and ‘part’ | **Composition**Focus on the composition of 3, 4 and 5 | **Review of Mastery Learning so far numbers up to 5** | **Review of Mastery Learning so far numbers up to 5** |
| Review 3D shapes/spotting 2D shapes within 3D shapes | Length: Introduction to vocabulary | Comparing length | Weight: Introduction to vocabulary | Comparing weight | ABAB Patterns | ABC Patterns |

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| **Spring Term**  |
| **Sp 1**  | **Week 1** | **Week 2** | **Week 3**  | **Week 4** | **Week 5** | **Week 6** | **Half Term** |
| **Counting, Ordinality and cardinality**Practise object counting skillsMatch numerals to quantities within 10Verbal counting beyond 20. | **Subitising**Subitise within 5 focusing on die patternsMatch numerals to quantities within 5 | **Counting, Ordinality and cardinality**Counting- focus on ordinality and the ‘staircase’ patternSee that each number is one more than the previous number | **Composition**Focus on 5 | **Composition**Focus on 6 and 7 as ‘5 and a bit’ | **Composition**Compare sets and use language of comparison: more than, fewer than, an equal number toMake unequal sets equal |
| No SSM- INSET 4 day week | Capacity: Introduction to vocabulary | Comparing capacity | Continuing an AB and ABC Pattern | Making own AB and ABC Patterns | Properties of shape  |
| **Sp 2** | **Week 1** | **Week 2** | **Week 3**  | **Week 4** | **Week 5** |  | **End of Term** |
| **Counting, Ordinality and cardinality**Focus on the ‘staircase’ pattern and ordering numbers | **Comparison**Focus on ordering of numbers to 8Use language of less than | **Composition**Focus on 7 | **Composition**Doubles- explore how some numbers can be made with 2 equal parts | **Composition**Sorting numbers according to attributes- odd and even numbers |  |
| Length: Recognising the relationship between the size and number of units.  | Length: Begin to use units to compare length.  | Weight: Recognising the relationship between the size and number of units. | Weight: Begin to use units to compare weight. | Using time to sequence events |

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|  | **Summer Term**  |
| **Su1** | **Week 1** | **Week 2** | **Week 3**  | **Week 4** | **Week 5** | **Week 6** | **Half Term** |
| **Counting, Ordinality and cardinality**Counting larger sets and things that cannot be seen | **Subitising**Subitising- to 6, including in structured arrangements | **Composition**Composition- 5 ‘and a bit’.  | **Composition**Composition- of 10 | **Comparison**Comparison- linked to ordinalityPlay track games | Review/Assessment/Catch up |
|  | Experience time durations (sandtimers, calendars) | Capacity: Recognising the relationship between the size and number of units. | Capacity: Begin to use units to compare capacity. | Continuing a pattern that ends mid unit. | Making their own ABB/ABBC Patterns | Properties of shape and awareness of relationships between shapes |
| **Su2** | **Week 1** | **Week 2** | **Week 3**  | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **End of Year** |
| **Subitise to 5****Introduce the Rekenrek** | **Review and Assess:** Automatic recall of number bonds to 5 | **Review and Assess:** Composition of numbers to 10 | **Review and Assess:** Comparison | **Review and Assess:** Number pattern | **Review and Assess:** Counting | Cohort specific Planning | Cohort specific Planning |
|  | **Length: Problem solving** | **Weight: Problem solving** | **Capacity: Problem solving** | **Money** | **Money** | **Review and Assess** | **Review and Assess** | **Review and Assess** |

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| **Themes** |
| **Comparison** | **Counting, cardinality and ordinality** | **Composition** | **Subitising** |
| Comparing numbers involves knowing which numbers are worth more or less than each other. This depends on both understanding cardinal values of numbers and also knowing that the later counting numbers are worth more (because the next number is always one more). This understanding underpins the mental number line which children will develop later, which represents the relative value of numbers, i.e. how much bigger or smaller they are than each other. | Counting and cardinality is the understanding that the cardinal value of a number refers to the quantity, or ‘howmanyness’ of things it represents.Ordinality refers to the capacity to place numbers in sequence, for example, to know that 4 comes before 5 and after 3 in the sequence of natural numbers. Cardinality refers to the capacity to link numbers to collections, e.g., to know that “4” is the correct representation to denote a group of four objects. | Composition is the understanding that one number can be made up from (composed from) two or more smaller numbers. | Subitising is the ability to look at a small set of objects and instantly know how many there are without counting them. Subitising can be categorised as ‘perceptual’ or ‘conceptual’. Perceptual subitising is used for very small sets of objects (initially up to about 3) and conceptual subitising is used when sub-groups can be perceived within a larger set and the whole is recognised, e.g. if 6 dots are arranged in a dice pattern, children may recognise this as ‘two 3s’ and know this is 6. Some arrangements are easier to subitise than others, e.g. a set of 3 dots arranged in a triangular pattern may be easier to recognise than a random arrangement, and children need to be exposed to many different arrangements.  |