







Statutory Guidance from the EYFS Framework:

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| <p>Potential Themes</p> <p>(Topics are child led and may change)</p> | Starting School All about me Family and Friends My emotions | Autumn and Winter Christmas Celebrations around the world | Space Astronauts Aliens Journeys | Eric Carle Minibeasts Gardening Lifecycles of plants and animals | People Who Help us Our local area Health (including oral health) | Spring and Summer Hot environments Weathers Seaside Pirates |
| <p>Possible Celebrations and Experiences</p> | Class rules and routines, Staring School, Autumn, Harvest, Halloween | Bonfire Night, Remembrance, Children in Need, Birthdays, Hanukkah, Christmas, Nativity, Visit to meet Santa | Lunar New Year/ Chinese New Year History Day, Art Day | World Book Day, Mothers Day, Pancake Day, Easter Farm Trip | Visitors from our local community, Sports Day | Fathers Day, Transition, Summer Concerts |
| <p>Suggested Texts - Fiction and Non-Fiction</p> |  |  |  |  |  |  |

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Ongoing | <ul style="list-style-type: none"> • Linking the number symbol with its cardinal number value. • Subitising • Counting beyond ten. • Comparing numbers. • Understanding the 'one more/one less than' relationship between consecutive numbers. • Comparing length, weight, and capacity. • Select, rotate, and manipulate shapes to develop spatial reasoning skills. • Composing and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. | | | | | |
| White Rose units | Match, Sort and Compare Talk about measure and pattern Its me 1, 2, 3 | Circles and triangles 1, 2, 3, 4, 5 Shapes with 4 sides | Alive in 5 Mass and Capacity Growing 6, 7, 8 | Length, height and time Building 9 and 10 Explore 3D shapes | To 20 and Beyond How many now? Manipulate, compose and decompose | Sharing and grouping Visualise, build and map Make connections |
| Number | Children will learn to: <ul style="list-style-type: none"> • Count objects, actions and sounds. • Subitise • Link the number symbol (numeral) with its cardinal number value | Children will learn to: <ul style="list-style-type: none"> • Count objects, actions and sounds. • Subitise to 5 • Link the number symbol (numeral) with its cardinal number value • Represent numbers to 5 using concrete objects and mathematical models | Children will learn to: <ul style="list-style-type: none"> • Count objects, actions and sounds to 8 • Subitise to 8 • Talk about the different ways that amounts can be used to make 5. | Children will learn to: <ul style="list-style-type: none"> • Count objects, actions and sounds to 10 • Subitise to 10 • Recall some doubles facts. • Explore composition of numbers to 10 | Children will learn to: <ul style="list-style-type: none"> • Count beyond 10 • Explore composition of numbers to 10 • Recall some number bonds to 10 | Children will learn to: <ul style="list-style-type: none"> • Count beyond 10 • Explore composition of numbers to 10 • Recall number bonds to 10 • Recall doubles facts. |

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| Numerical Patterns | <p>Children will learn to:</p> <ul style="list-style-type: none"> • Begin to count objects accurately using one to one correspondence • Compare amounts and identify when objects have the same, more or less. | <p>Children will learn to:</p> <ul style="list-style-type: none"> • Count objects accurately using one to one correspondence. • Begin to understand the 'one more/one less than' relationship between consecutive numbers • Recognise number to 10 and put them in order | <p>Children will learn to:</p> <ul style="list-style-type: none"> • Count objects accurately using one to one correspondence. • Recognise patterns within number | <p>Children will learn to:</p> <ul style="list-style-type: none"> • Begin to recognise the pattern of odd and even numbers. | <p>Children will learn to:</p> <ul style="list-style-type: none"> • Recognise the pattern of the counting system to help count beyond 10 • Compare amounts to 10 | <p>Children will learn to:</p> <ul style="list-style-type: none"> • Verbally count to 20 and, some children, beyond. • Explore and represent patterns within numbers to 10, including odd and evens, doubles facts and how quantities can be distributed equally. |
| Shape | <p>Children will learn to:</p> <ul style="list-style-type: none"> • Select, rotate and manipulate shapes to develop spatial reasoning skills. • Use some prepositional language. • Copy and continue AB repeating patterns. | <p>Children will learn to:</p> <ul style="list-style-type: none"> • Use some shape names. • Talk about what is the same and different in different 2D shapes. • Recognise shapes in their environment. | <p>Children will learn to:</p> <ul style="list-style-type: none"> • Explore methods of measuring mass and capacity • Compare mass and capacity • Use mathematical language to talk about shape and size. | <p>Children will learn to:</p> <ul style="list-style-type: none"> • Explore methods of measure length and height • Compare lengths and height. • Use mathematical language to talk about shape, size, length, mass and position. • Use some 3D shape names | <p>Children will learn to:</p> <ul style="list-style-type: none"> • Continue, copy and create AB and ABB repeating patterns • Compose and decompose shapes to recognise that a shape can have other shapes within it. | <p>Children will learn to:</p> <ul style="list-style-type: none"> • Use mathematical language to talk about shape, size, length, mass and position. |

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| ELGs | Numbers <ul style="list-style-type: none">• Have a deep understanding of number to 10, including the composition of each number.• Subitise (recognise quantities without counting) up to 5.• 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 double facts. | Numerical Patterns <ul style="list-style-type: none">• Verbally count beyond 20, recognising the pattern of the counting system.• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed |
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