EYFS - Maths		
ELG	Number • 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 Pattern • 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 equally.
Focus	**Number**	**Numerical Pattern**
Nursery 3 & 4 year olds will be learning to…	• Fast recognition of up to 3 objects, without having to count them individually (subitising). • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle) • Show 'finger numbers' up to 5. • Link numerals and amounts. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5.	• Compare quantities using language 'more than' 'fewer than'. • Talk about and explore 2D and 3D shapes using informal and mathematical language such as sides, corners straight, flat and round. • Understand position through words alone with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like in front of and behind. • Make comparisons between objects relating to size, length, weight and capacity. • Select shapes appropriately (flat surfaces for building, a triangular prism for a roof) • Combine shapes to make new ones. • Talk about and identify the patterns around them. For example, stripes on clothes. • Use informal language like 'pointy', 'spotty', and 'blobs'. • Begin to describe a sequence of events, real or fictional, using words such as first, then
Reception 4 & 5 year olds will be learning to…	• Count objects, actions and sounds. • Link the number symbol (numeral) with its cardinal number value. • Count beyond 10 • Compare numbers • Understand the 'one more than/one less than' relationship between consecutive numbers. • Explore the composition of numbers to 10.	• Automatically recall number bonds for numbers 0-10. • Select, rotate and manipulate shapes in order to develop spatial reasoning skills. • Compose and decompose shapes so that children recognise that a shape can have other shapes within it, just as numbers can. • Continue, copy and create repeating patterns. • Compare length, weight and capacity.

	Our World - Our responsibility		Our World - People and events that shaped it		Our World - Learning from the past and shaping the future	
Term	Autumn 1 **All about me**	Autumn 2 **Park, Gardens and Christmas**	Spring 1 **Traditional Tales**	Spring 2 **Growing**	Summer 1 **Transport**	Summer 2 **Dinosaurs**
Nursery Focus	Settling in Comparison, SSM, Pattern, Counting	Counting, Subitising, Pattern, SSM	Subitising, Counting, SSM, Pattern	Counting, SSM, Subitising, Comparison	Pattern, SSM, Subitising,	Counting, Pattern, Comparison
Nursery Key Texts	⛃ Colour Monster starts school. ⛃ Brown Bear What do you see? ⛃ Polar bear, Polar bear What do you hear?	⛃ Pumpkin Soup ⛃ Handa's Surprise ⛃ Going on a bear hunt ⛃ Clean up ⛃ The Nativity ⛃ Dear Santa	⛃ Goldilocks and three bears ⛃ Little Red Riding Hood ⛃ Three little pigs ⛃ Elves and the shoemaker	⛃ Titch ⛃ The very hungry caterpillar ⛃ Non-Fiction Lifecycle books ⛃ Oliver's Vegetables	⛃ Train ride ⛃ Mr. Gumpy's motor car ⛃ Noah's Ark	⛃ Harry and his bucketful of dinosaurs ⛃ Dear dinosaur ⛃ Am I yours?
Nursery Learning Intentions	• We are learning to compare quantities using the language of more then and fewer than. • We are learning to talk about and explore 2D and 3D shapes • We are learning to select shapes appropriately. • We are learning to combine shapes to make new ones. • We are learning to notice patterns • We are learning to recite numbers past 5 • We are learning tp say one number for each item in order. • We are learning to show 'finger numbers' up to 5. • We are learning to link numerals and amounts.	• We are learning to recite numbers past 5 • We are learning to say one number for each item in order. • We are learning to show 'finger numbers' up to 5. • We are learning to link numerals and amounts. • We are learning to subitise to 3 objects. • We are learning that the last number reached when counting a small set of objects tells you how many there are in total. • We are learning t0 experiment with our own symbols and marks as well as numerals. • We are learning to solve real world mathematical	• We are learning to recite numbers past 5 • We are learning tp say one number for each item in order. • We are learning to show 'finger numbers' up to 5. • We are learning to link numerals and amounts. • We are learning to subitise to 3 objects. • We are learning that the last number reached when counting a small set of objects tells you how many there are in total. • We are learning t0 experiment with our own symbols and marks as well as numerals. • We are learning to solve real world mathematical	• We are learning to compare quantities using the language of more then and fewer than. • We are learning to recite numbers past 5 • We are learning to say one number for each item in order. • We are learning to show 'finger numbers' up to 5. • We are learning to link numerals and amounts. • We are learning to subitise to 3 objects. • We are learning that the last number reached when counting a small set of objects tells you how many there are in total. • We are learning t0 experiment with our own symbols and	• We are learning to recite numbers past 5 • We are learning tp say one number for each item in order. • We are learning to show 'finger numbers' up to 5. • We are learning to link numerals and amounts. • We are learning to subitise to 3 objects. • We are learning that the last number reached when counting a small set of objects tells you how many there are in total. • We are learning t0 experiment with our own symbols and marks as well as numerals. • We are learning to solve real world mathematical problems with numbers up to 5. • We are learning to understand position through words alone.	• We are learning to compare quantities using the language of more then and fewer than. • We are learning to recite numbers past 5 • We are learning tp say one number for each item in order. • We are learning to show 'finger numbers' up to 5. • We are learning to link numerals and amounts. • We are learning to subitise to 3 objects. • We are learning that the last number reached when counting a small set of objects tells you how many there are in total. • We are learning t0 experiment with our own symbols and

		problems with numbers up to 5. • We are learning to understand position through words alone. • We are learning to describe a familiar route. • We are learning to discuss routes and locations, using words like 'in front of' and 'behind'. • We are learning to notice patterns. • We are learning to compare sizes, weights etc. using gesture and language – 'bigger/little/smaller', 'high/low', 'tall', 'heavy'	problems with numbers up to 5. • We are learning to understand position through words alone. • We are learning to describe a familiar route. • We are learning to discuss routes and locations, using words like 'in front of' and 'behind'. • We are learning to talk about and identify the patterns around us. • We are learning to extend and create ABAB patterns • We are learning to notice and correct an error in a repeating pattern. • We are learning to describe a sequence of events, real or fictional, using words such as 'first', 'then…'	marks as well as numerals. • We are learning to solve real world mathematical problems with numbers up to 5. • We are learning to understand position through words alone. • We are learning to describe a familiar route. • We are learning to discuss routes and locations, using words like 'in front of' and 'behind'. • We are learning to talk about and explore 2D and 3D shapes • We are learning to select shapes appropriately. • We are learning to combine shapes to make new ones.	• We are learning to describe a familiar route. • We are learning to discuss routes and locations, using words like 'in front of' and 'behind'. • We are learning to talk about and explore 2D and 3D shapes • We are learning to select shapes appropriately. • We are learning to combine shapes to make new ones. • We are learning to talk about and identify the patterns around us. • We are learning to extend and create ABAB patterns • We are learning to notice and correct an error in a repeating pattern. • We are learning to describe a sequence of events, real or fictional, using words such as 'first', 'then…' •	marks as well as numerals. • We are learning to solve real world mathematical problems with numbers up to 5. • We are learning to talk about and identify the patterns around us. • We are learning to extend and create ABAB patterns • We are learning to notice and correct an error in a repeating pattern. • We are learning to describe a sequence of events, real or fictional, using words such as 'first', 'then…'
Activities	WRM Block 1 – Comparison 1 Block 2 – SSM1 Block 3 – Pattern 1 Block 4 – Counting 1	WRM Block 5 – Counting 2 Block 6 – Subitising 1 Block 7 – Pattern 2 Block 8 – SSM 2	WRM Block 9 – Subitising 2 Block 10 – Counting 3 Block 11 – SSM 3 Block 12 – Pattern 3	WRM Block 13 – Counting 4 Block 14 – SSM 4 Block 15 – Subitising 3 Block 16 – Comparison 2	WRM – Block 17 – Pattern 4 Block 18 – SSM 5 Block 19 – Pattern 5 Block 20 – Subitising 4	WRM Block 21 – Counting 5 Block 22 – Pattern 6 Block 23 – Counting 6 Block 24 – Comparison 3
Reception Focus						

Reception Key Text						
Reception Learning Intentions	• We are learning to link numerals and amounts • We are learning to experiment with our own symbols and marks as well as numerals. • We are learning to count objects, actions and sounds. • We are learning to compare numbers. • We are learning to recite numbers past 5 • We are learning to say one number for each item in order. • We are learning to recognise up to 3 objects, without having to count them • We are learning that the last number reached when counting a small set of objects tells you how many there are in total • We are learning to Show 'finger numbers' up to 5 • We are learning to understand the 'one more than/one less than' relationship between	• We are learning to link numerals and amounts • We are learning to experiment with our own symbols and marks as well as numerals. • We are learning to count objects, actions and sounds. • We are learning to compare numbers. • We are learning to recite numbers past 5 • We are learning to say one number for each item in order. • We are learning to recognise up to 4 objects, without having to count them • We are learning that the last number reached when counting a small set of objects tells you how many there are in total • We are learning to Show 'finger numbers' up to 5 • We are learning to link numeral to quantity • We are learning to solve real world mathematical problems with numbers up to 5.	• We are learning to link numerals and amounts • We are learning to experiment with our own symbols and marks as well as numerals. • We are learning to count objects, actions and sounds. • We are learning to compare numbers. • We are learning to recite numbers past 5 • We are learning to say one number for each item in order. • We are learning to recognise up to 5 objects, without having to count them • We are learning that the last number reached when counting a small set of objects tells you how many there are in total • We are learning to Show 'finger numbers' up to 5 • We are learning to link numeral to quantity • We are learning to solve real world mathematical problems with numbers up to 5. • We are learning to understand the 'one more than/one less	• We are learning to count objects, actions and sounds. • We are learning to compare numbers. • We are learning to recite numbers past 5 • We are learning to say one number for each item in order. • We are learning to recognise up to 5 objects, without having to count them • We are learning to link numeral to quantity. • We are learning to understand the 'one more than/one less than' relationship between consecutive numbers. • We are learning to explore the composition of numbers to 10. • We are learning to Automatically recall number bonds for numbers 0-5 and some to 10. • We are learning to select, rotate and manipulate shapes in order to develop spatial reasoning skills. • We are learning to talk about and	• We are learning to link numerals and amounts • We are learning to experiment with our own symbols and marks as well as numerals. • We are learning to count objects, actions and sounds. • We are learning to compare numbers. • We are learning to recite numbers past 5 • We are learning to say one number for each item in order. • We are learning to count beyond ten. • We are learning to understand the 'one more than/one less than' relationship between consecutive numbers. • We are learning to explore the composition of numbers to 10. • We are learning to Automatically recall number bonds for numbers 0-5 and some to 10. • We are learning to select, rotate and manipulate shapes in order to develop spatial reasoning skills. • We are learning compose and decompose shapes	• We are learning to count objects, actions and sounds. • We are learning to compare numbers. • We are learning to count beyond ten. • We are learning to recognise up to 5 objects, without having to count them • We are learning to link numeral to quantity. • We are learning to understand the 'one more than/one less than' relationship between consecutive numbers. • We are learning to explore the composition of numbers to 10. • We are learning to Automatically recall number bonds for numbers 0-5 and some to 10. • We are learning to compare quantities using language: 'more than', 'fewer than', • We are learning to understand position through words alone

	• consecutive numbers. • We are learning to explore the composition of numbers to 10. • We are learning to Automatically recall number bonds for numbers 0-5 and some to 10. • We are learning to compare quantities using language: 'more than', 'fewer than', • We are learning to understand position through words alone • We are learning to describe a familiar route. • We are learning to discuss routes and locations, using words like 'in front of' and 'behind'. • We are learning to talk about and identify the patterns around us • We are learning to extend and create ABAB patterns • We are learning to notice and correct an error in a repeating pattern. • We are learning to continue, copy and create repeating patterns. • We are learning to make comparisons	• We are learning to understand the 'one more than/one less than' relationship between consecutive numbers. • We are learning to explore the composition of numbers to 10. • We are learning to Automatically recall number bonds for numbers 0-5 and some to 10. • We are learning to compare quantities using language: 'more than', 'fewer than', • We are learning to understand position through words alone • We are learning to describe a familiar route. • We are learning to discuss routes and locations, using words like 'in front of' and 'behind'. • We are learning to talk about and explore 2D and 3D shapes. • We are learning to select shapes appropriately • We are learning to combine shapes to make new ones • We are learning compose and decompose shapes	than' relationship between consecutive numbers. • We are learning to explore the composition of numbers to 10. • We are learning to Automatically recall number bonds for numbers 0-5 and some to 10. • We are learning to compare quantities using language: 'more than', 'fewer than', • We are learning to understand position through words alone • We are learning to describe a familiar route. • We are learning to discuss routes and locations, using words like 'in front of' and 'behind'. • We are learning to make comparisons between objects relating to size, length, weight and capacity. • We are learning to describe a sequence of events, real or fictional, using words such as 'first', 'then…'	explore 2D and 3D shapes. • We are learning to select shapes appropriately • We are learning to combine shapes to make new ones • We are learning compose and decompose shapes • We are learning to talk about and identify the patterns around us • We are learning to extend and create ABAB patterns • We are learning to notice and correct an error in a repeating pattern. • We are learning to continue, copy and create repeating patterns. • We are learning to make comparisons between objects relating to size, length, weight and capacity. • We are learning to describe a sequence of events, real or fictional, using words such as 'first', 'then…' • We are learning to compare length, weight and capacity.		• We are learning to describe a familiar route. • We are learning to discuss routes and locations, using words like 'in front of' and 'behind'. • We are learning to continue, copy and create repeating patterns. • We are learning to make comparisons between objects relating to size, length, weight and capacity. • We are learning to describe a sequence of events, real or fictional, using words such as 'first', 'then…' • We are learning to compare length, weight and capacity.

	between objects relating to size, length, weight and capacity. • We are learning to describe a sequence of events, real or fictional, using words such as 'first', 'then…' • We are learning to compare length, weight and capacity.					
Activities	Block 1 – Match, sort and compare Block 2 – Talk about measure and pattern Block 3 – It's me 1, 2, 3	Block 4 – Circles and triangles Block 5 – 1, 2, 3, 4, 5 Block 6 – Shapes with 4 sides	Block 1 – Alive in 5 Block 2 – Mass and capacity Block 3 – Growing 6, 7, 8	Block 4 – Length, height and time Block 5 – Building 9 and 10 Block 6 – Explore 3-D shape	Block 1 – To 20 and beyond Block 2 – How many now? Block 3 – Manipulate, compose and decompose	Block 4 – Sharing and grouping Block 5 – Visualise, build and map Block 6 – Make connections