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| Autumn Term 1 | **Autumn Term 2** |
| BaselineMatch and sort objects- patterns, animals, socks etc. Reasoning why they are the same/ different. Suggest rules for sorting objects. Subitising:* perceptually subitise within 3
* identify sub-groups in larger arrangements
* create their own patterns for numbers within 4
* practise using their fingers to represent quantities which they can subitise
* experience subitising in a range of contexts, including temporal patterns made by sounds.

Cardinality, ordinality and counting:* relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set
* have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song
* have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting
* have opportunities to develop an understanding that anything can be counted, including actions and sounds
* explore a range of strategies which support accurate counting.

Composition:* see that all numbers can be made of 1s
* compose their own collections within 4.

Comparison:* understand that sets can be compared according to a range of attributes, including by their numerosity
* use the language of comparison, including ‘more than’ and ‘fewer than’
* compare sets ‘just by looking’

Compare size, Mass & Capacity- Make comparisons between objects relating to size, length, weight and capacityExploring patterns- copy, create and continue a pattern - Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. | Subitising:* continue from first half-term
* subitise within 5, perceptually and conceptually, depending on the arrangements.

Cardinality, ordinality and counting:* continue to develop their counting skills
* explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand
* begin to count beyond 5
* begin to recognise numerals, relating these to quantities they can subitise and count.

Composition:* explore the concept of ‘wholes’ and ‘parts’ by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot
* explore the composition of numbers within 5.

Comparison:* compare sets using a variety of strategies, including ‘just by looking’, by subitising and by matching
* compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts.

**2D Shapes-** Compose and decompose 2D shapes so that children recognise a features.**Positional language/ spatial awareness -** Discuss routes and locations, using words like ‘in front of’ and ‘behind’.**Time -** Make comparisons between objects relating to size, length, weight and capacity |
| Spring Term 1 | **Spring Term 2** |
| Subitising:* increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements
* explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part
* experience patterns which show a small group and ‘1 more’
* continue to match arrangements to finger patterns.

Cardinality, ordinality and counting:* continue to develop verbal counting to 20 and beyond
* continue to develop object counting skills, using a range of strategies to develop accuracy
* continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10
* order numbers, linking cardinal and ordinal representations of number.

Composition:* continue to explore the composition of 5 and practise recalling ‘missing’ or ‘hidden’ parts for 5
* explore the composition of 6, linking this to familiar patterns, including symmetrical patterns
* begin to see that numbers within 10 can be composed of ‘5 and a bit’.

Comparison:* continue to compare sets using the language of comparison, and play games which involve comparing sets
* continue to compare sets by matching, identifying when sets are equal
* explore ways of making unequal sets equal.

Comparing mass- Compare length, weight and capacity.Comparing capacity - Compare length, weight and capacity | Subitising:* explore symmetrical patterns, in which each side is a familiar pattern, linking this to ‘doubles’.

Cardinality, ordinality and counting:* continue to consolidate their understanding of cardinality, working with larger numbers within 10
* become more familiar with the counting pattern beyond 20.

Composition:* explore the composition of odd and even numbers, looking at the ‘shape’ of these numbers
* begin to link even numbers to doubles
* begin to explore the composition of numbers within 10.

Comparison:* compare numbers, reasoning about which is more, using both an understanding of the ‘howmanyness’ of a number, and its position in the number system.

**3D / 2D shape -** Compose and decompose shapes so that children recognise a shape can have other shapes within it.**Spatial awareness-** Draw information from a simple map. Select, rotate and manipulate shapes in order to develop spatial reasoning skills.**Money -** Make comparisons between objects relating to size, length, weight and capacity |
| Summer Term 1 | **Summer Term 2** |
| Subitising:* continue to practise increasingly familiar subitising arrangements, including those which expose ‘1 more’ or ‘doubles’ patterns
* use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number
* subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10
* be encouraged to identify when it is appropriate to count and when groups can be subitised.

Cardinality, ordinality and counting:* continue to develop verbal counting to 20 and beyond, including counting from different starting numbers
* continue to develop confidence and accuracy in both verbal and object counting.

Composition:* explore the composition of 10.

Comparison:* order sets of objects, linking this to their understanding of the ordinal number system.

Select, rotate and manipulate shapes for a particular purpose, for example rotating a cylinder so it can be used to build a tower or rotating a puzzle piece to fit in its place | .In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers. |

**Shape, space and Measure objectives will be covered in the final week/block of each half term**

**Mathematical Vocabulary- Communication and Language** – Developed and embedded throughout the curriculum every term in every area:

* Use a wider range of vocabulary.
* Understand ‘why’ questions, like: “why do you think the caterpillar is so fat?”
* Learn new vocabulary and use throughout the day.
* Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.