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|  | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| Autumn 1 | **Subitising**subitise 1 and 2.subitise within 3 make and describe spatial patterns with 3 dotsrepresent quantities on their fingers in different waysidentify sub-groups of 1, 2 and 3 within larger arrangements. | **Counting, cardinality and ordinality**hear and join in with the counting sequence to 5, including using songs and rhymessee that counting is useful because it tells us 'how many' see that the last number in the count tells us 'how many altogether'practise counting each object, action or sound once and only once.experience counting soundsrecord the results of their count | **Composition**know that 2 is made of 1 and 'another 1'make their own collections of 2 objects and identify the '1 and another 1' within themidentify when a collection is composed of 3 objectsproduce their own collection of 3identify when a collection is composed of 3 or NOT 3see that 4 can be made with four 1s | **Subitising**subitise arrangements of 2 and 3 practise making 2s and 3s with their fingerssubitise auditory patterns up to 3identify when a small collection is rearranged or the quantity changed.show small quantities on their fingersuse positional language to describe patterns of 4make patterns showing 4 | **Comparison**represent a given number on their fingers without lookingcompare 2 sets of objects and say which is ‘more than’compare 2 sets of objects and say which is ‘more than’ or ‘fewer than’ | CARDINALITY AND COUNTING |
| Autumn 2 | **Counting, ordinality and cardinality**practise counting each object, action or sound once hear and join in with the counting sequence to 5tag each object with 1 number word (1:1 correspondence)see that they have 5 fingers on one hand.say and make numbers to 5 on their fingersmake collections of 5 in different ways.use counters to represent 5 objectsuse a die frame to represent 5.count 5 and 5 to make 10 altogether. | **Comparison**practise subitising amounts to 4revisit ‘more than’ or ‘fewer than’ by lookingcompare groups of up to 3 objects by matching them 1:1say when they have an equal number.build towers with an equal number of squaresmatch the squares in the towers 1:1say when there is an equal number, too many or not enough | **Composition**identify the 'whole' when shown 1 part of a familiar objectidentify that the parts are still visible when they are assembled to make the wholehear the language of 'whole' and 'parts'identify parts of their own bodyrecognise that some whole objects have parts that cannot be removedinvestigate ways to compose and de-compose sets of 2 and 3know that 1 and 2 are parts of 3.. | **Composition**investigate ways to compose and de-compose 4.use spatial language to describe the shapes explain that different parts can make the same whole.investigate ways to compose and de-compose 5  | **Counting, ordinality and cardinality**hear and join in with the counting sequence to 10, including using songs and rhymesuse their fingers to represent quantities to 5 and to begin to represent quantities to 10match different representations of quantities to 5 with amounts shown on their fingers.remember that the 'stopping number' tells us how many we need altogetherbegin to recognise numerals to 5develop their understanding of equal amounts.represent quantities in more abstract ways, such as by clapping or jumping.begin to understand that when a set of objects is rearranged, its quantity remains the same | COMPARISON |
| Spring 1 | **Subitising**use their fingers to quickly show quantities on 1 hand recognise the numerals 1–5begin to develop their conceptual subitising skills with linear and paired arrangements of up to 5 dotssubitise linear and paired arrangements of 2, 3 and 4 dotsvisualise and recreate arrangements of 3, 4 and 5 dotsmatch arrangements of 3, 4 and 5 dots to the correct numeralsmatch numerals to quantities for 1–5recognise die arrangementsvisualise and describe arrangements of dots on a dieuse dice to link subitised amounts with 1-to-1 counting actionsrecognise die patterns to 6link die patterns to numbers shown on their fingersuse die patterns to play track games. | **Counting, ordinality and cardinality**recognise numerals 1–5order numbers from 1–5match numerals to quantities in orderhelp to build towers in order from 1–5 squaressee the staircase pattern and recognise that each number is 1 more.order towers of 1–5 interlocking cubesnotice when we have ‘1 more’ and when we do NOT have ‘1 more’.match numerals to representationsrepresent staircase patterns in different ways, knowing that each new ‘step’ is 1 more than the last | **Composition**show numbers to 5 using their fingerssee that 5 can be partitioned into 4 and 1.show ways of making 5 on their fingerssee that 5 can be partitioned into 3 and 2.find ways to partition a set of 5.•understand that 5 can be partitioned (split) into different partsbe able to explain what the parts areuse what they know about 5 to work out a hidden number | **Composition**see that there are 5 dots on a die patternrepresent 4 in different ways on a die frame.use their fingers to represent 6 as ‘5 and a bit’use double dice frames to represent 6 as 5 and 1 morematch die representations of numbers 1–6 to representations on their fingerssee that 5 and ‘2 more’ make 7.count out 6 blocks from a collectionreplace 1 block and know that there are still 6add another block to make 7. | **Comparison**use ‘more than’ and ‘fewer than’ to describe quantitiessay when they can see that someone has more or fewer of the same kind of objectknow that it is quantity – not colour – that determines if 1 set has more or fewer of the same type of object than another.use ‘more than’ and ‘fewer than’ to describe quantitiessay when they can see that someone has more or fewer of the same kind of objectknow that it is quantity – not colour or size – that determines if 1 set has more or fewer of the same type of object than anotheruse the words ‘an equal number’ to say when there is the same number of items in 2 setssay when they can see an equal number. | COMPOSITION |
| Spring 2 | **Counting, ordinality and cardinality**practise counting aloudrevisit the principles of countinguse generalised statements to describe the ‘5 and a bit’ composition of the numbers 6–8.investigate the ‘1 more/1 less’ pattern of the base-10 counting systembegin to order numbers between 1 and 10, noticing the ‘5 and a bit’ structuredescribe the ‘1 more/1 less’ relationship of numbers to 10work together to order numbers between 1 and 10, noticing the ‘5 and a bit’ structure | **Comparison**subitise arrangements of 6 and NOT 6order Numberblock images to 8represent 8 as ‘5 and 3 more’describe how to place the numbers 1 to 8 in orderexplain how to order quantities to 10 reason about which numbers are ‘more than’ othersconsolidate their understanding of 8 as ‘5 and 3 more’notice when numbers are increased or decreased and explain their thinking | **Composition**use skills of conceptual subitising to describe parts of a whole setvisualise arrangements and use gestures to describe the numbers within a whole setinvestigate ways of making 7 with two partsuse their fingers to make and describe 7 as ‘5 and 2 more’.notice when towers are made of 7 or NOT 7 interlocking cubeswork out the missing part of 7 using the ‘5 and a bit’ structuresee that 7 can be composed in different waysexplain their understanding of the composition of 7 | **Composition**practise identifying when 2 sets are equal in number. identify when a double is shown and explain whyidentify when a double is shown and explain whysay what the whole is when there are 2 equal partssay what the whole is when there are 2 equal partsuse objects to make doubles patterns and describe what they can see.show doubles patterns on their fingers in response to being given the wholeuse positional language to describe spatial arrangements of objectsvisualise doubles patterns to 5 and 5. | **Composition**say what the whole is when there are 2 equal partsrecognise and talk about ways in which objects are similar to or different from each other (colour, size, function, shape, etc.)sort objects according to attributes described by an adult.say what the whole is when there are 2 equal partsdescribe attributes that they notice for a group of objectssort and re-sort objects according to their own attributesdescribe attributes of the Numberblockssort the Numberblocks using the criteria ‘odd blocks’ or ‘even tops’investigate patterns of doubles | PATTERN |
| Summer 1 | **Cardinality, ordinality and counting**count things that cannot be seen – sounds revisit rules for how to countdiscuss and practise strategies for counting larger setscount things that cannot be seen – actionsdiscuss and practise strategies for counting larger sets by moving objectscount things that cannot be seen – periods of timediscuss and practise strategies for counting larger sets by moving imagesmake or represent their own collections of larger amountspractise counting on from a given numberdiscuss and practise strategies for counting larger amounts that cannot be moved | **Subitising**visualise, make and describe spatial arrangements of 6practise subitising to 6 make and describe arrangements of 6listen to rhythmic patterns of up to 5 sounds and determine the quantityrecognise Numberblocks and related doubles patterns on their fingers without countingsubitise doubles amounts shown on 10-frames | **Composition**recap that there are 5 fingers on 1 handconsolidate their use of finger patterns to represent the composition of 5use their fingers to represent the composition of 5identify a missing part of 5identify when a set of objects has 5/NOT 5identify that 6 can be composed of 5 and 1, and 7 can be composed of 5 and 2identify arrangements of 6 or 7 objects represent numbers 6 – 9 on their fingers as ‘5 and a bit’ | **Composition**recap the numbers 6 to 9 in the ‘5 and a bit’ structurerecap that 10 can be composed of 5 and 5identify when 10 is shown using structured arrangements of objectsmatch numerals to quantities shown as the 5 and a bit structureexplore ways in which 10 can be composed of 2 partsrepresent the composition of 10 using dice frames and finger patternsuse structured arrangements to find missing parts of 10solve problems involving the composition of 10.identify pairs of numbers that make 10 in unstructured arrangementsidentify a missing part of 10 in structured arrangements | **Comparison**join in with a backward count from 5 to 1order towers of cubes or number plates from 1–10 on a class number trackuse language to describe positions on a number trackidentify whether numbers are before or after 5 on the number trackbegin to understand the rules for simple linear track games.reason about the position of numbers on a number trackdescribe and follow the rules for simple, linear track games | SHAPE AND SPACE |
| Summer 2 | **Cardinality, ordinality and counting** | **Subitising** | **Composition** | **Composition** | **Comparison** | MEASURES |