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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 dots  represent quantities on their fingers in different ways  identify 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 rhymes  see 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 sounds  record 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 them  identify when a collection is composed of 3 objects  produce their own collection of 3  identify when a collection is composed of 3 or NOT 3  see that 4 can be made with four 1s | **Subitising**  subitise arrangements of 2 and 3  practise making 2s and 3s with their fingers  subitise auditory patterns up to 3  identify when a small collection is rearranged or the quantity changed.  show small quantities on their fingers  use positional language to describe patterns of 4  make patterns showing 4 | **Comparison**  represent a given number on their fingers without looking  compare 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 5  tag 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 fingers  make collections of 5 in different ways.  use counters to represent 5 objects  use a die frame to represent 5.  count 5 and 5 to make 10 altogether. | **Comparison**  practise subitising amounts to 4  revisit ‘more than’ or ‘fewer than’ by looking  compare groups of up to 3 objects by matching them 1:1  say when they have an equal number.  build towers with an equal number of squares  match the squares in the towers 1:1  say when there is an equal number, too many or not enough | **Composition**  identify the 'whole' when shown 1 part of a familiar object  identify that the parts are still visible when they are assembled to make the whole  hear the language of 'whole' and 'parts'  identify parts of their own body  recognise that some whole objects have parts that cannot be removed  investigate ways to compose and de-compose sets of 2 and 3  know 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 rhymes  use their fingers to represent quantities to 5 and to begin to represent quantities to 10  match different representations of quantities to 5 with amounts shown on their fingers.  remember that the 'stopping number' tells us how many we need altogether  begin to recognise numerals to 5  develop 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 1–5  begin to develop their conceptual subitising skills with linear and paired arrangements of up to 5 dots  subitise linear and paired arrangements of 2, 3 and 4 dots  visualise and recreate arrangements of 3, 4 and 5 dots  match arrangements of 3, 4 and 5 dots to the correct numerals  match numerals to quantities for 1–5  recognise die arrangements  visualise and describe arrangements of dots on a die  use dice to link subitised amounts with 1-to-1 counting actions  recognise die patterns to 6  link die patterns to numbers shown on their fingers  use die patterns to play track games. | **Counting, ordinality and cardinality**  recognise numerals 1–5  order numbers from 1–5match numerals to quantities in order  help to build towers in order from 1–5 squares  see the staircase pattern and recognise that each number is 1 more.  order towers of 1–5 interlocking cubes  notice when we have ‘1 more’ and when we do NOT have ‘1 more’.  match numerals to representations  represent staircase patterns in different ways, knowing that each new ‘step’ is 1 more than the last | **Composition**  show numbers to 5 using their fingers  see that 5 can be partitioned into 4 and 1.show ways of making 5 on their fingers  see 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 parts  be able to explain what the parts are  use what they know about 5 to work out a hidden number | **Composition**  see that there are 5 dots on a die pattern  represent 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 more  match die representations of numbers 1–6 to representations on their fingers  see that 5 and ‘2 more’ make 7.count out 6 blocks from a collection  replace 1 block and know that there are still 6  add another block to make 7. | **Comparison**  use ‘more than’ and ‘fewer than’ to describe quantities  say when they can see that someone has more or fewer of the same kind of object  know 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 quantities  say when they can see that someone has more or fewer of the same kind of object  know that it is quantity – not colour or size – that determines if 1 set has more or fewer of the same type of object than another  use the words ‘an equal number’ to say when there is the same number of items in 2 sets  say when they can see an equal number. | COMPOSITION |
| Spring 2 | **Counting, ordinality and cardinality**  practise counting aloud  revisit the principles of counting  use 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 system  begin to order numbers between 1 and 10, noticing the ‘5 and a bit’ structure  describe the ‘1 more/1 less’ relationship of numbers to 10  work together to order numbers between 1 and 10, noticing the ‘5 and a bit’ structure | **Comparison**  subitise arrangements of 6 and NOT 6  order Numberblock images to 8  represent 8 as ‘5 and 3 more’  describe how to place the numbers 1 to 8 in order  explain how to order quantities to 10  reason about which numbers are ‘more than’ others  consolidate 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 set  visualise arrangements and use gestures to describe the numbers within a whole set  investigate ways of making 7 with two parts  use their fingers to make and describe 7 as ‘5 and 2 more’.  notice when towers are made of 7 or NOT 7 interlocking cubes  work out the missing part of 7 using the ‘5 and a bit’ structure  see that 7 can be composed in different ways  explain 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 why  identify when a double is shown and explain why  say what the whole is when there are 2 equal parts  say what the whole is when there are 2 equal parts  use objects to make doubles patterns and describe what they can see.  show doubles patterns on their fingers in response to being given the whole  use positional language to describe spatial arrangements of objects  visualise doubles patterns to 5 and 5. | **Composition**  say what the whole is when there are 2 equal parts  recognise 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 parts  describe attributes that they notice for a group of objects  sort and re-sort objects according to their own attributes  describe attributes of the Numberblocks  sort 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 count  discuss and practise strategies for counting larger sets  count things that cannot be seen – actions  discuss and practise strategies for counting larger sets by moving objects  count things that cannot be seen – periods of time  discuss and practise strategies for counting larger sets by moving images  make or represent their own collections of larger amounts  practise counting on from a given number  discuss and practise strategies for counting larger amounts that cannot be moved | **Subitising**  visualise, make and describe spatial arrangements of 6  practise subitising to 6  make and describe arrangements of 6  listen to rhythmic patterns of up to 5 sounds and determine the quantity  recognise  Numberblocks and related doubles patterns on their fingers without counting  subitise doubles amounts shown on 10-frames | **Composition**  recap that there are 5 fingers on 1 hand  consolidate their use of finger patterns to represent the composition of 5  use their fingers to represent the composition of 5  identify a missing part of 5  identify when a set of objects has 5/NOT 5  identify that 6 can be composed of 5 and 1, and 7 can be composed of 5 and 2  identify 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’ structure  recap that 10 can be composed of 5 and 5  identify when 10 is shown using structured arrangements of objects  match numerals to quantities shown as the 5 and a bit structure  explore ways in which 10 can be composed of 2 parts  represent the composition of 10 using dice frames and finger patterns  use structured arrangements to find missing parts of 10  solve problems involving the composition of 10.  identify pairs of numbers that make 10 in unstructured arrangements  identify a missing part of 10 in structured arrangements | **Comparison**  join in with a backward count from 5 to 1  order towers of cubes or number plates from 1–10 on a class number track  use language to describe positions on a number track  identify whether numbers are before or after 5 on the number track  begin to understand the rules for simple linear track games.  reason about the position of numbers on a number track  describe and follow the rules for simple, linear track games | SHAPE AND SPACE |
| Summer 2 | **Cardinality, ordinality and counting** | **Subitising** | **Composition** | **Composition** | **Comparison** | MEASURES |