


	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12/13
					WRM unit: Just like me!			WRM unit:It's me 1,2,3!			WRM unit:Light and Dark	
Aut	Getting to know you/baseline			Number: -oral counting to 10 -number rhymes up to 5	Number: -match and sort -compare amounts Measure, Shape and Spatial Thinking: -compare size, mass and capacity -exploring pattern			Number: -representing 1,2,3 -comparing 1,2,3 -composition of 1,2,3 Shape and Spatial Thinking: -circles and triangles -positional language			Number: -representing numbers to 5 -one more and one less Measure, Shape and Spatial Thinking: -shapes with 4 sides -time	
Spr	WRM unit: Alive in 5!			WRM unit: Growing 6,7,8			WRM unit: Building 9 and 10			WRM unit: Consolidation		
	Number: -introducing zero -comparing numbers to 5 -composition of 4 and 5 Measure, Shape and Spatial Thinking: -compare mass -compare capcity			Number: -introducing 6,7, and 8 -making pairs -combining two groups Measure, Shape and Spatial Thinking: -length and height -time			Number: -introducing 9 and 10 -comparing numbers to 10 -bonds to 10 Measure, Shape and Spatial Thinking: -3D shape -pattern					
Sum	WRM unit: To 20 and Beyond			WRM unit: First Then Now			WRM unit: Find My Pattern			WRM unit: On the Move		
	Number: -building numbers beyond 10 -counting patterns beyond 10 Measure, Shape and Spatial Thinking (1):			Number: - adding more - taking away Measure, Shape and Spatial Thinking (2):			Number: -doubling -sharing and grouping -even and odd Measure, Shape and Spatial Thinking (3):			Number: -deepening understanding -patterns and relationships Measure, Shape and Spatial Thinking (4): -mapping		

	<ul style="list-style-type: none">- Match, rotate, Manipulate 2D and 3D shapes	-compose and decompose 2D shapes	-visualise and build <i>using postional language</i>	
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Autumn											
Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12/13
<u>Baseline/Getting to Know You</u> Opportunities for settling in, introducing areas of the provision and building relationships with children. Key times of the day, class routines. Exploring the continuous provision inside and out. Where do things belong? Positional language. Carry out baseline.			Recites number names in order to 10. Realise that steps, claps and jumps can be counted. Represent numbers using fingers. Number rhymes – 5 <i>little men in a flying saucer</i> , 5 <i>little speckled frogs</i> , <i>current buns</i> .	Recites number names in order to 10. Match and Sort <ul style="list-style-type: none">Organise and categorise objects according to properties e.g. shape, size, colour. Compare amounts, size, mass and capacity <ul style="list-style-type: none">Make comparisons between quantities.Use language of quantity more, most, few, fewest.Use the language of size e.g. big, little, small, large. Exploring Pattern <ul style="list-style-type: none">Recognise, describe and create simple patterns.Use familiar objects and common shapes to create and recreate patterns and build models. <i>Shape sequences and what comes next in the pattern e.</i> <div></div>			Representing, comparing, composition 1,2,3 <ul style="list-style-type: none">Recites number names in order to 15.Count actions up to 3 accurately.Count up to 3 objects by saying one number name for each item-<i>visual success criteria</i>Know that numbers identify how many objects are in a set.Count an irregular group of 2,3 objects by subitising.Separates a group of three objects in different ways, beginning to recognise that the total is still the same.Count out up to 3 objects from a larger group.Compares two groups of objects, saying when they have the same number.Use the language of ‘more’ and ‘fewer’ to compare two sets of objects.Counts and subitise an irregular arrangement of up to 3 objects. <i>(individual objects)</i>Count and subitise an irregular arrangement of up to 3 objects that can not be moved. <i>(cross off)</i>Recognise numerals 1,2,3Select the correct numeral to represent 1,2,3 objects in a set.Represent 1,2,3 using fingers, marks on paper or pictures.Say one more or one less from a group of up to 3 objects.			Representing numbers to 5/ One more and one less <ul style="list-style-type: none">Recites number names in order to 15.Counts actions up to 5 accurately.Count up to 5 objects by saying one number name for each item-<i>visual success criteria</i>Know that numbers identify how many objects are in a set.Count an irregular group of 2,3,4,5 objects by subitising.Separates a group of up to 5 objects in different ways, beginning to recognise that the total is still the same.Count out up to 5 objects from a larger group.Compares two groups of objects, saying when they have the same number.Use the language of ‘more’ and ‘fewer’ to compare two sets of objects.	

			<ul style="list-style-type: none"> Place quantities and numerals up to 3 in order. Circle, Triangles <ul style="list-style-type: none"> Recognise and select correct named shape. Use mathematical name. Use mathematical terms to describe them. Positional Language <ul style="list-style-type: none"> Use positional language stories and provision, digging deeper activities 	<ul style="list-style-type: none"> Counts and subitise an irregular arrangement of up to 5 objects. (individual objects) Count and subitise an irregular arrangement of up to 5 objects that can not be moved. (cross off) <p>Recognise numerals 1,2,3,4,5</p> <ul style="list-style-type: none"> Select the correct numeral to represent 1,2,3,4,5 objects in a set. Represent 1,2,3 using fingers, marks on paper or pictures. Say one more or one less from a group of up to 5 objects. Place quantities and numerals up to 5 in order. Shapes with 4 sides <ul style="list-style-type: none"> Recognise and select correct named shape. Use mathematical name. Use mathematical terms to describe them Time <ul style="list-style-type: none"> Use everyday language related to time.
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Spring											
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Comparison/Composition <i>Numbers to 5</i> -introducing zero-number name/numeral, represents 'nothing there' 'all gone,' 0 is one less than one -comparing numbers to 5- more than, the same as, fewer -composition of 4 and 5-2 parts or more than 2 parts, subitise quantities up to 5 Measures -compare mass weight-direct heavy, heaviest, heavier/light, lightest, lighter) -compare capacity-direct/indirect (<i>counting how many pots/spoons it takes to fill each container</i>) full, empty, half full, nearly full, nearly empty			Cardinality and Counting <i>Numbers to 10</i> -counting to 6,7, and 8 <i>including from a larger group</i> -represent 6,7 and 8 in different ways Comparison -comparing groups up to 8 <i>including noticing one more/less patterns</i> when counting on and back Composition -understand a pair is two -arrange small quantities into pairs <i>including noticing that some quantities will have an odd one left over with no partner</i> -arranging 6,7 and 8 into small groups (<i>subitising</i>) e.g. <i>8 is 4 and 4</i> -combine 2 groups to find 'how many altogether' <i>continue to subitise where possible</i> Measures			Cardinality and Counting <i>Numbers to 10</i> -counting to 9 and 10 <i>including forwards and backwards</i> -represent 9 and 10 in different ways Comparison -comparing groups up to 10 <i>progress to ordering 3 or more quantities</i> Composition -arranging 9 and 10 into small groups (<i>subitising</i>) e.g. <i>9 is 3, 3 and 3</i> -number bonds to 10 -combine 2 groups to find 'how many altogether' <i>continue to subitise where possible</i> Shape and Space -introduce names: sphere, cube, cuboid, cylinder, cone, pyramid					

	<ul style="list-style-type: none"> -compare length and height-direct/indirect (<i>using non-standard units to measure items</i>) longer/longest, shorter/shortest, taller/tallest, wider/widest, narrower, narrowest -order and sequence important times in the day -use before, later, soon, after, then, next to describe when events happen -recognise and describe when regular events happen on the same say each week yesterday, today, tomorrow 	<ul style="list-style-type: none"> -explore and sort similarities/differences of 3D shapes e.g. stack/roll -describe properties of 3D shapes informally <p>Pattern</p> <ul style="list-style-type: none"> -revisit AB patterns -describe, copy, continue, create patterns using objects, sounds <i>including movement patterns along a line, around a circle etc</i> -introduce more complex patterns e.g. ABB, AAB, AABB, AABBB 	
Summer			

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
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<p>Only spend 1 week on this if children are confident and move everything forward a week.</p> <p>Numbers (Using numbers 1 – 20)</p> <p>Children count reliably with numbers from 1 to 20</p> <p>Recognises numerals 1 to 20.</p> <p>Counts out up to 20 objects from a larger group.</p> <p>Count actions or objects which cannot be moved.</p> <p>Selects the correct numeral to represent 1 to 20 objects.</p> <p>Counts objects to 20.</p> <p>Counts an irregular arrangement of up to 20 objects.</p> <p>Prepositional language – on top, under, behind, next to, beside, in between, in front.</p>	<p>Numbers (Securing numbers 1-20)</p> <p>Place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.</p> <p>Uses the language of 'more' and 'fewer' to compare two sets of objects.</p> <p>Finds the total number of items in two groups by counting all of them.</p> <p>Says the number that is one more than a given number. (in a problem)</p> <p>Finds one more or one less from a group of up to 20 objects.</p> <p>In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting.- Use</p>	<p>Numbers Solve problems including doubling, halving and sharing</p> <p>In practical activities and discussion, begin to use the vocabulary involved in doubling, halving and sharing.</p> <p>A full week of each aspect taught physically and visually in word problems.</p>	<p>Shape, space and measures</p> <p>Children use everyday language to talk about position and distance to compare quantities and objects and to solve problems.</p> <p>Can describe their relative position such as 'behind' or 'next to'.</p> <p>Number bonds to 10 and missing number number bonds.</p> <p>Revisit 2D shape and their properties- introduce heptagon, octagon- After assessments it is clear children don't need to revisit this.</p>	<p>Time at the beginning or end of the term for consolidation, gap filling, seasonal activities, assessments, etc.</p> <p>Week 11 – Data collecting</p>
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	<p>counting on/back to find the difference.</p> <p>Begin to learn number bonds to 10.</p> <p>Estimates how many objects they can see and checks by counting them.</p>			
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