

	Autumn 1						Autumn 2							Spring 1						Spring 2						Summer 1						Summer 2																																																																																					
	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6 & 7																																																																														
Daily Counting focus	Baseline						<p>Stable order Principle Forwards in 1s to 5. Number songs</p> <p>Show 'finger numbers' up to 5. Take part in finger rhymes with numbers. React to changes of amount in a group of up to three items.</p>							<p>Stable order Principle Forwards in 1s to 10 Number songs</p> <p>Show 'finger numbers' up to 5. Recite numbers past 5. Take part in finger rhymes with numbers. React to changes of amount in a group of up to three items.</p>							<p>One to one correspondence principle. Counting objects in regular and irregular patterns. Number songs</p> <p>Show 'finger numbers' up to 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'). Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'</p>						<p>Stable order Principle Forwards and backwards in 1s up to 10. Starting at 0 and different numbers, using a number line. Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'</p>						<p>Subitising to 3 Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p>						<p>One to one correspondence principle Forwards and backwards in 1s up to 10. Starting at 0 and different numbers, using a number line. Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'</p>						<p>Abstraction Principle Forwards and backwards in 1s up to 10. Starting at 0 and different numbers, using a number line. Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'</p>						<p>Subitising to 3 Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p>						<p>Order Irrelevance Principle Forwards in 1s up to 10 objects. 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'). Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'</p>						<p>Order Irrelevance Principle Forwards and backwards in 1s up to 10 objects. Look at bigger numbers if appropriate for particular children. Count beyond 10. 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'). Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'</p>							<p>Subitising to 3. Look at amounts beyond 3 if appropriate for particular children. Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Subitise.</p>							<p>Consolidate CF from over the year</p>																																								
Main Planning Focus	<p>Pre-counting skills</p> <p>Attribute Discrimination Understanding that things can be put into sets. Can we see things that are the same? Can we see things that are the same and different? Compare quantities using language: 'more than', 'fewer than'. Compare amounts, saying 'lots', 'more' or 'same'. Notice patterns and arrange things in patterns.</p> <p>Sorting Collection Table Sorting buttons, coins, dinosaurs etc. children need to sort the items into 2, 3 or 4 sets (on plates). Can they reason why the different things children have sorted are the same in each set/different across sets. Compare quantities using language: 'more than', 'fewer than'. Compare amounts, saying 'lots', 'more' or 'same'. Notice patterns and arrange things in patterns.</p> <p>Matching Start with 'like with like' e.g. socks. Then move to 'links between' e.g. Characters with vehicles (firefighter with fire engine, pens with whiteboard) VARIATION not all items have pairs. This needs to be shown.</p> <p>Patterns - identify patterns in the environment and then what comes next in a pattern using shapes, colours objects etc. Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Notice patterns and arrange things in patterns.</p>						<p>Counting 0-5</p> <p>Stable order principle - count out loud Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'</p> <p>One to one correspondence principle: Tagging- Touching objects whilst counting. Synchrony- Touch an object and say the name at the same time. Tracking- Tracking the set that have been counted and the set that have not yet been counted.</p> <p>Cardinality Principle - the last number is the amount in the set.</p> <p>Abstraction Principle Counting in our heads. Children close eyes and are counting claps, bangs, items in an opaque cup etc.</p> <p>Order Irrelevance Principle - Children know that it does not matter in which order/sequence that they count items, the quantity will be the same. 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'). Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'</p>							<p>2D Shape</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'.</p>							<p>Position and direction</p> <p>Understand position through words alone – for example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.</p>							<p>Numbers 0-5</p> <p>- Match numeral and quantity - Compare quantities</p> <p>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'). Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Compare quantities using language: 'more than', 'fewer than'. Compare amounts, saying 'lots', 'more' or 'same'. Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'</p>						<p>Pattern</p> <p>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Notice patterns and arrange things in patterns.</p>						<p>Writing numbers 0-5</p> <p>Experiment with their own symbols and marks as well as numerals.</p>						<p>Time</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>						<p>2D and 3D Shape</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones - an arch, a bigger triangle etc.</p>						<p>Comparing size, weight, length and capacity</p> <p>Make comparisons between objects relating to size, length, weight and capacity. Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'</p>						<p>Position and direction</p> <p>Understand position through words alone – for example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.</p>						<p>Numbers 0-10</p> <p>-Match numeral and quantity -Compare quantities</p> <p>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'). Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Compare quantities using language: 'more than', 'fewer than'. Compare amounts, saying 'lots', 'more' or 'same'. Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. 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<p>Daily/Continuous provision objectives</p>	<p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' Combine objects like stacking blocks and cups. Put objects inside others and take them out again. Climb and squeeze themselves into different types of spaces. Build with a range of resources. Complete inset puzzles.</p>	<p>Understand position through words alone – for example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind' Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' Combine objects like stacking blocks and cups. Put objects inside others and take them out again. Climb and squeeze themselves into different types of spaces. Build with a range of resources. Complete inset puzzles.</p>	<p>Count objects, actions and sounds. Subitise. Count beyond ten. Continue, copy and create repeating patterns. Understand position through words alone – for example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind' Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>
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