|                                  | Number - Children will rote  | Number - Children will count   | Number - Children will show   | Number - Children will rote  | Number - Children will count in  | Number - Children will count  |
|----------------------------------|--|--|---|--|--|---|
|                                  | count to 5.  | 1:1 in correspondence to 5.  | 'finger numbers' up to 5.   | count to 10.   | correspondence to 10.  | recognise numbers 1, 2 and 3.   |
| Development Matters- (3-4 years) | Numerical Patterns- Children will sort by colour, size and object.  Children will sequence events using language including first, then and after.  Children will identify patterns around them such as stripes on clothes. | Children will say one number for each item in order: 1, 2, 3, 4, 5  Numerical Patterns- Children will compare big and small.  Children will match objects that are the same. | Know that the last number reached when counting a small set of objects tells you how many there are in total.  Numerical Patterns- Children will use language including tall, long, short.  Children will identify 2D shapes: circle, square, rectangle and triangle.  Children will use language including sides, corners, straight, flat and round. | Children will identify more/less and use language 'more than', 'fewer than'.  Numerical Patterns- Children will identify 3D shapes: cube and cone.  Children will use positional language including on top, under, next to and behind. | Children will subitise to 3.  Numerical Patterns- Children will use language including light, heavy, full and empty.  Children will make shape pictures using a tangram.  Children will solve real world mathematical problems with numbers up to 5. | Children will experiment with their own symbols and marks as well as numerals.  Numerical Patterns-Children will make an ABAB repeating pattern.  Children will notice and correct an error in a repeating pattern.  Children will discuss routes and locations using words such as 'in front of' and 'behind'. |

| 3-4       | I years- Observational Checkpoint: C<br>Can children tal   | an children subitise to 3? Can childr<br>k about 2D and 3D shapes? Can chil |                                 |                                |                                 | .,                            |  |  |
|-----------|--|---|---------------------------------|--------------------------------|---------------------------------|-------------------------------|--|--|
|           | -Subitising within 3   | -Focus on counting skills   | -Subitise within 5 focusing on  | -Focus on the 'staircase'      | -Counting – larger sets and     | -Subitise to 5                |  |  |
| 1         | -Focus on counting skills  | -Focus on the 'five-ness of 5'  | die patterns                    | pattern and ordering numbers - | things that cannot be seen -    | -Introduce the rekenrek       |  |  |
| 1         | -Explore how all numbers are   | using one hand and the die  | -Match numerals to quantities   | Focus on ordering of numbers   | Subitising - to 6, including in |                               |  |  |
| 1         | made of 1s   | pattern for 5   | within 5                        | to 8                           | structured arrangements         | Review and Assess:            |  |  |
|           | -Focus on composition of 3 and   | -Comparison of sets - by  | -Counting - focus on ordinality | -Use language of less than     | -Composition - '5 and a bit'    | -Automatic recall of bonds to |  |  |
| ce ption) | 4  | matching  | and the 'staircase' pattern     | Focus on 7                     | -Composition - of 10 -          | -Composition of numbers to    |  |  |
| 18        | -Subitise objects and sounds -   | -Use the language of  | -See that each number is one    | -Doubles – explore how some    | -Comparison - linked to         | -Comparison                   |  |  |
| 8         | Comparison of sets - 'just by  | comparison: more than, fewer  | more than the previous          | numbers can be made with 2     | ordinality                      | -Number patterns              |  |  |
| -         | looking'   | than, an equal number   | number                          | equal parts                    | -Play track games               | -Counting                     |  |  |
| 1 ≥       | -Use the language of   | -Explore the concept of 'whole'   | -Focus on 5                     | -Sorting numbers according to  |                                 |                               |  |  |
| NCETM-(Re | comparison: more than and  | and 'part'  | -Focus on 6 and 7 as '5 and a   | attributes - odd and even      |                                 |                               |  |  |
| 2         | fewer than   | -Focus on the composition of 3,   | bit'                            | numbers                        |                                 |                               |  |  |
| 1         |  | 4 and 5   | -Compare sets and use           |                                |                                 |                               |  |  |
| 1         |  | -Practise object counting skills -  | language of comparison: more    |                                |                                 |                               |  |  |
|           |  | -Match numerals to quantities   | than, fewer than, an equal      |                                |                                 |                               |  |  |
| 1         |  | within 10   | number to                       |                                |                                 |                               |  |  |
| 1         |  | -Verbal counting beyond 20  | -Make unequal sets equal        |                                |                                 |                               |  |  |
|           | -Repeating patterns- AB/AAB  | - Squares and rectangles  | - Comparing mass                | - 3D shapes                    | - Tangrams                      | - Making new shapes with 2    |  |  |
|           | -Circles and triangles   | - Shape picture   | - Comparing capacity            | - Comparing length             | - Match the shape pictures and  | right-angled triangles        |  |  |
| \$ 1      | - 2D shapes- make picture and  | - Day and night   | - Measuring time                | - Comparing height             | models                          | - Making new shapes with      |  |  |
| SSM       | shape hunt   | - Sequencing an activity  |                                 |                                | - Repeating patterns- ABBA      | squares                       |  |  |
|           | - Positional language  |   |                                 |                                |                                 |                               |  |  |
|           | Early Learning Goals- Number: Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without |   |                                 |                                |                                 |                               |  |  |

reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns: Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.