Mathematics Medium Term Plan – Foundation Stage 1

Rationale

The following document outlines the progression of skills within the Early Mathematics strand of the EYFS Development Matters 2020 (Year Three to Four). It is not an exhaustive list and the skills will regularly be available for practise during other taught sessions and within the Foundation Stage Environment.
The skills need to be revisited throughout the children's time spent in Foundation Stage One regardless of the term of entry.

Unit	Development Matters Three-Four Requirements	Learning Objectives	Small Steps	Representation and Resources
Autumn Term 1				
Focus **Number 1; Shape - Circle** **Number Rhymes: One Finger One Thumb Keep Moving, Tommy Thumb, Baa Baa Black Sheep, Hickory Dickory Dock**				
Cardinality	Number: • Fast recognition of up to 3 objects, without having to count them individually ('subitising'). • 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'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals.	• To verbally count to 1 • To be able to subitise up to one object • To be able to say one number for each item in order up to 1 • To know that the last number reached when counting a small set of objects tells you how many there are in total	• Verbally count 1 • Subitise up to one object • Say numbers in order • How many altogether? • Matching number to quantity (orally)	• Action rhymes and number songs (as above) • Show finger numbers • Sort objects • Count objects • Recognise numbers as words • Compare number quantities • Concrete to pictorial representations

	• Solve real world mathematical problems with numbers up to 5.			
Shape and Space	Numerical Patterns • Compare quantities using language: 'more than', 'fewer than'. • 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'. • 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'. • Make comparisons between objects relating to size, length, weight and capacity. • 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. • Talk about and identifies 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.	• To name and recognise the properties of a circle • To be able to identify circles in the environment • To use informal mathematical language when talking about circles (one side and it is round) • To be able to explore the attributes of shapes (shapes that can roll e.g. sphere and cylinders) • To be able to explore the attributes of shapes when constructing or when fulfilling a particular need	• Name a circle • Recognise a circle • Talk about the properties of a circle • Explore attributes of shapes • Explore attributes of shapes when constructing	• Circles in the environment • Traditional images of circles • Explore shapes such as spheres and cylinders, observing how they move and exploring them when constructing

	• Notice and correct an error in a repeating pattern. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then…'			
Cardinality	Number: • Fast recognition of up to 3 objects, without having to count them individually ('subitising'). • 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'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5.	• To verbally count to 1 • To be able to count to one object by saying one number name for each item. • To be able to count actions or objects which cannot be moved knowing that the last number counted is the number in the set • To be able to say correct numeral to represent 1 • To be able to count the correct number of objects from a larger group	• Count to 1 • Orally Identify numerals 1 • One – to – one counting correspondence when counting actions and objects that cannot be moved • Orally Matching number to quantity • Count from a larger group	• Concept Posters – Begin creating a number gallery • Concrete Cubes (coloured like the number blocks) • Introduction to a number track 1 • Number blocks Episodes 1-6 – Meet number 1 • Static – Say what you see? • Dynamic – Then Create • How do you know…? • Play with arrangements • Counting items in a set • Use the language 'I Wonder…' • Collection maker – Copy adult's collection • Bags of objects – having a feel for number • Matching objects – quick reveal • Counting objects that can and can't be moved • Spot the difference pictures • Communitising – Number a noun i.e. 1 Pig • Counting objects that are the same and different
Autumn Term 2				
Focus **Number 2 – Pattern** **Number Rhymes: Hickory Dickory Dock / The Animals went in 2 by 2, Two Little Dickie Birds, Round and Round the Garden**				

Cardinality	Number: • Fast recognition of up to 3 objects, without having to count them individually ('subitising'). • 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'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5.	• To verbally count to 2 • To be able to subitise up to two objects • To be able to say one number for each item in order up 2 • To know that the last number reached when counting a small set of objects tells you how many there are in total	• Verbally count 1, 2 • Subitise up to two objects • Say numbers in order • How many altogether? • Matching number to quantity (orally)	• Action rhymes and number songs (as above) • Show finger numbers • Sort objects • Count objects • Recognise numbers as words • Compare number quantities • Concrete to pictorial representations
Pattern	Numerical Patterns • Compare quantities using language: 'more than', 'fewer than'. • 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'. • Understand position through words alone – for example, "The bag is under the table," – with no pointing. • Describe a familiar route.	• To be able to see a pattern and talk about what can be seen • To be able to copy a simple AB pattern • To be able to continue a simple AB pattern of identical objects • To be able to create a specified pattern • To be able to use a range of everyday objects to create a repeating pattern including those found in the outdoor environment • To be able to make a simple AB repeating pattern using a chosen rule • To be able to spot an error when working with AB patterns	• Recognise and talk about pattern • Copy a simple AB pattern • Continue a given AB pattern • Create a specified pattern • Create an AB pattern of own choice and explain the rule • Spot an error in a simple AB pattern	• Number blocks - Pattern Palace • Range of everyday objects from both inside and outside that can be used to make a simple AB pattern (not interlocking) e.g. Fruit Skewers • Range of patterns to copy using their own bodies i.e. jump twirl, jump twirl or clap, stamp, clap, stamp etc. • Development of language: "I wonder who… has an AB pattern like mine?" "I wonder who can create their own AB

	• Discuss routes and locations, using words like 'in front of' and 'behind'. • Make comparisons between objects relating to size, length, weight and capacity. • 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. • Talk about and identifies 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. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then…'			repeating pattern?" "I wonder have I made a mistake in my pattern?"
Cardinality	Number: • Fast recognition of up to 3 objects, without having to count them individually ('subitising'). • 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'). • Show 'finger numbers' up to 5.	• To verbally count 1, 2 • To be able to count to one then two objects by saying one number name for each item. • To be able to count actions or objects which cannot be moved knowing that the last number counted is the number in the set • To be able to say correct numeral to represent 1 then 2 objects. • To be able to count the correct number of objects from a larger group	• Count to 1, 2 • Orally Identify numerals 1 – 2 • One – to – one counting correspondence when counting actions and objects that cannot be moved • Orally Matching number to quantity • Count from a larger group	• Concept Posters – Continue creating a number gallery • Concrete Cubes (coloured like the number blocks) • Introduction to a number track 1, 2 • Number blocks Episodes 1-6 – Meet number 1, 2 • Static – Say what you see? • Dynamic – Then Create • How do you know…? • Play with arrangements • Counting items in a set

	• Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5.			• Use the language 'I Wonder…' • Collection maker – Copy adult's collection • Bags of objects – having a feel for number • Matching objects – quick reveal • Counting objects that can and can't be moved • Spot the difference pictures • Communitising – Number a noun i.e. 2 Pigs • Counting objects that are the same and different
Cardinality	Number: • Fast recognition of up to 3 objects, without having to count them individually ('subitising'). • 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'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5.	• To be able to count objects and actions • To be able to subitise numbers to 1 and then 2 • To be able to link the number symbol with its cardinal number value	• Count objects and actions • Subitise to 1 and then 2 • Link cardinal number values and symbols	• Introduce Number Block 6 – Series 2 Episode 1 • Make the shape of the dice pattern with concrete objects • Matching the dice pattern to the abstract number • Untraditional patterns to also be used • Play games involving dice
Spring Term 1				

Focus Number 3; Shape - Triangle Number Rhymes: 3 in a bed, 3 Green Bottles, 3 Blind Mice, When Goldilocks went to the house of the bears (links to Literacy – There's no place like home)				
Cardinality	Number: • Fast recognition of up to 3 objects, without having to count them individually ('subitising'). • 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'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5.	• To verbally count to 3 • To be able to subitise up to three objects • To be able to say one number for each item in order up to 3 • To know that the last number reached when counting a small set of objects tells you how many there are in total	• Verbally count 1, 2, 3 • Subitise up to three objects • Say numbers in order • How many altogether? • Matching number to quantity (orally)	• Action rhymes and number songs (as above) • Show finger numbers • Sort objects • Count objects • Recognise numbers as words • Compare number quantities • Concrete to pictorial representations
Shape and Space	Numerical Patterns • Compare quantities using language: 'more than', 'fewer than'. • 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'.	• To name and recognise the properties of a triangle • To be able to identify triangles in the environment • To use informal mathematical language when talking about triangles (sides, corners, straight) • To be able to explore the attributes of shapes (shapes with points e.g. cone and pyramid)	• Name a triangle • Recognise a triangle • Talk about the properties of a triangle • Explore attributes of shapes • Explore attributes of shapes when constructing	• Triangles in the environment • Traditional images of triangles • Explore shapes such as cones and pyramids, observing how they move and exploring them when constructing

	• 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'. • Make comparisons between objects relating to size, length, weight and capacity. • 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. • Talk about and identifies 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. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'	• To be able to explore the attributes of shapes when constructing or when fulfilling a particular need		
Cardinality	Number: • Fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5. • Say one number for each item in order: 1, 2, 3, 4, 5.	• To verbally count 1, 2, 3 • To be able to count to three objects by saying one number name for each item. • To be able to count actions or objects which cannot be moved knowing that the last number counted is the number in the set	• Count to 3 • Orally Identify numerals 1, 2 and 3 • One – to – one counting correspondence when counting actions and	• Concept Posters – Continue creating a number gallery • Concrete Cubes (coloured like the number blocks) • Introduction to a number track 1, 2, 3 • Number blocks Episodes 1-6 – Meet number 1, 2, 3

	• Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5.	• To be able to say correct numeral to represent 1, 2 and 3 objects. • To be able to count the correct number of objects from a larger group	objects that cannot be moved • Orally Matching number to quantity • Count from a larger group	• Static – Say what you see? • Dynamic – Then Create • How do you know…? • Play with arrangements • Counting items in a set • Use the language 'I Wonder…' • Collection maker – Copy adult's collection • Bags of objects – having a feel for number • Matching objects – quick reveal • Counting objects that can and can't be moved • Spot the difference pictures • Communitising – Number a noun i.e. 3 Bears • Counting objects that are the same and different
Cardinality	Number: • Fast recognition of up to 3 objects, without having to count them individually ('subitising'). • 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'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.	• To be able to count objects and actions • To be able to subitise numbers to 1, 2 and then 3 • To be able to link the number symbol with its cardinal number value	• Count objects and actions • Subitise to 1, 2 and then 3 • Link cardinal number values and symbols	• Introduce Number Block 6 – Series 2 Episode 1 • Make the shape of the dice pattern with concrete objects • Matching the dice pattern to the abstract number • Untraditional patterns to also be used • Play games involving dice • Perceptual Subitising

	• Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5.			
Spring Term 2				
Focus **Number 4; Shape – Square and Rectangle** **4 Current Buns in a Bakers Shop, Old Macdonald Had a Farm**				
Cardinality	Number: • Fast recognition of up to 3 objects, without having to count them individually ('subitising'). • 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'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5.	• To verbally count to 4 • To be able to subitise up to four objects • To be able to say one number for each item in order up to 4 • To know that the last number reached when counting a small set of objects tells you how many there are in total	• Verbally count 1, 2, 3, 4 • Subitise up to four objects • Say numbers in order • How many altogether? • Matching number to quantity (orally)	• Action rhymes and number songs (as above) • Show finger numbers • Sort objects • Count objects • Recognise numbers as words • Compare number quantities • Concrete to pictorial representations
Shape and Space	Numerical Patterns • Compare quantities using language: 'more than', 'fewer than'. • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and	• To name and recognise the properties of a square and a rectangle • To be able to identify squares and rectangles in the environment • To use informal mathematical language when talking about squares and rectangles (sides, corners, straight)	• Name a square and a rectangle • Recognise a square and a rectangle • Talk about the properties of a square and a rectangle	• Number Blocks – Three Little Pigs • Squares and Rectangles in the environment • Traditional images of squares and rectangles

	cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. • 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'. • Make comparisons between objects relating to size, length, weight and capacity. • 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. • Talk about and identifies 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. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'	• To be able to explore the attributes of shapes (shapes with points e.g. cube and cuboid) • To be able to explore the attributes of shapes when constructing or when fulfilling a particular need	• Explore attributes of shapes • Explore attributes of shapes when constructing	• Explore shapes such as cube and cuboids, observing how they move and exploring them when constructing
Cardinality	Number: • Fast recognition of up to 3 objects, without having to count them individually ('subitising').	• To verbally count 4 • To be able to count up to four objects by saying one number name for each item.	• Count to 3 then 4 • Orally Identify numerals 1 – 4	• Concept Posters – Continue creating a number gallery • Concrete Cubes (coloured like the number blocks)

	• 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'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5.	• To be able to count actions or objects which cannot be moved knowing that the last number counted is the number in the set • To be able to say correct numeral to represent 1 – 4 objects. • To be able to count the correct number of objects from a larger group	• One – to – one counting correspondence when counting actions and objects that cannot be moved • Orally Matching number to quantity • Count from a larger group	• Introduction to a number track 1, 2, 3, 4 • Number blocks Episodes 1-6 – Meet number 1, 2, 3, 4 • Static – Say what you see? • Dynamic – Then Create • How do you know…? • Play with arrangements • Counting items in a set • Use the language 'I Wonder…' • Collection maker – Copy adult's collection • Bags of objects – having a feel for number • Matching objects – quick reveal • Counting objects that can and can't be moved • Spot the difference pictures • Communitising – Number a noun i.e. 4 Beans • Counting objects that are the same and different
Cardinality	Number: • Fast recognition of up to 3 objects, without having to count them individually ('subitising'). • 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'). • Show 'finger numbers' up to 5.	• To be able to count objects and actions • To be able to subitise numbers to 1, 2, 3 and then 4 • To be able to link the number symbol with its cardinal number value	• Count objects and actions • Subitise to 1, 2, 3 and then 4 • Link cardinal number values and symbols	• Introduce Number Block 6 – Series 2 Episode 1 • Make the shape of the dice pattern with concrete objects • Matching the dice pattern to the abstract number • Untraditional patterns to also be used • Play games involving dice • Perceptual Subitising

	• Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5.			
Summer Term 1				
Focus **Summer Term 1 - Number 5, Spatial Awareness (Links with Literacy - The Hungry Caterpillar)** **Number Rhymes: 5 Little Men in a Flying Saucer, 5 Little Ducks, 5 Little Speckled Frogs, 5 Little Monkeys**				
Cardinality	Number: • Fast recognition of up to 3 objects, without having to count them individually ('subitising'). • 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'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5.	• To verbally count to 5 • To be able to subitise up to three objects • To be able to say one number for each item in order up to 5 • To know that the last number reached when counting a small set of objects tells you how many there are in total • To be able to compare quantities using language: 'more than', 'fewer than'. • To be able to link numerals and amounts: for example, showing the right number of objects to match the abstract numeral, up to 5.	• Verbally count 1, 2, 3, 4, 5 • Subitise up to three objects • Say numbers in order • How many altogether? • More than, fewer than • Matching number to quantity	• Action rhymes and number songs • Show finger numbers • Sort objects • Count objects • Recognise numbers as words • Fewer, more, same • Compare number quantities • Number Blocks Series 1 Episode 9 – Off We Go • Number Blocks Series 1 Episode 10 – How to Count • Book – How many Snails? • Concrete, pictorial beginning to introduce abstract representations of number
Shape, Space and Position	Numerical Patterns	• To be able to move both themselves and things around to see things from different perspectives	• Explore perspective	• Construction activities • Printing and making pictures and patterns with shapes

	• Compare quantities using language: 'more than', 'fewer than'. • 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'. • 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'. • Make comparisons between objects relating to size, length, weight and capacity. • 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. • Talk about and identifies 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.	• To be able to make constructions, patterns and pictures • To be able to use positional and directional language; in, on, under, up, down, across • To be able to use language relative to viewpoint; in front of, behind, forwards, backwards • To be able to explore spatial awareness through manipulatives • To begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'	• Replicate and build scenes and constructions • Visualise from different positions • Visualise from different viewpoints • Explore spatial awareness • Use language first, then, next	• Directing a simple robot along a route • Tangrams • Number Blocks Episode 11 - Stampolines • Use of toys to discuss perspective • Book - Rosie's Walk • Book – Teddy's Shoes • Book – Albert is not scared • Play in the outdoor environment exploring sequences of body movements • Book – What will Fit? • Book - The Hungry Caterpillar – sequential events

	• Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then…'			
Cardinality	Number: • Fast recognition of up to 3 objects, without having to count them individually ('subitising'). • 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'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5.	• To verbally count to 5 • To be able to recognise numerals 1 to 5. • To be able to count up to five objects by saying one number name for each item. • To be able to count actions or objects which cannot be moved knowing that the last number counted is the number in the set • To understand that by adding one more to a set of objects the cardinal number changes • To be able to select the correct numeral to represent 1 to 5 objects. • To be able to count the correct number of objects from a larger group	• Count to 10 • Identify numerals 1 – 5 • One – to – one counting correspondence • Count actions and objects that cannot be moved • One more than • Matching number to quantity • Count from a larger group	• Concept Posters • Concrete Cubes (coloured like the number blocks) • Introduce fives frame • Introduction to a number track 1-5 • Introduce numbers in the written form – 1 to 5 • Addition – adding one more • Number blocks Episodes 1-7 – Meet numbers 1-5 • Static – Say what you see? • Dynamic – Then Create • How do you know…? • Play with arrangements • Counting items in a set • Use the language 'I Wonder…' • Collection maker – Copy adult's collection • Bags of objects – having a feel for number • Matching objects – quick reveal • Counting objects that can and can't be moved • Spot the difference pictures • Communitising – Number a noun i.e. 5 Apples • Counting objects that are the same and different
Cardinality	Number: • Fast recognition of up to 3 objects, without having to count them individually ('subitising').	• To be able to count objects and actions • To be able to subitise numbers to 3, 4 and then 5	• Count objects and actions • Subitise to 3, 4 and then 5	• Introduce Number Block 6 – Series 2 Episode 1 • Make the shape of the dice pattern with concrete 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'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5	• To be able to link the number symbol with its cardinal number value	• Link cardinal number values and symbols	• Matching the dice pattern to the abstract number • Untraditional patterns to also be used • Play games involving dice • Perceptual Subitising
Summer Term 2				
Focus **Summer Term 2 - Revisit all numbers 1-5 (Composition), Measure** **Number Rhymes: 5 Little Men in a Flying Saucer, 5 Little Ducks, 5 Little Speckled Frogs, 5 Little Monkeys**				
Composition	Number: • Fast recognition of up to 3 objects, without having to count them individually ('subitising'). • 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'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right	• To verbally count to 5 • To be able to explore the composition of numbers to 5 • To be able to use the vocabulary of addition and subtraction • To be able orally build addition and subtraction number sentences	• Verbally count to 10 • Composition of 1 – 5 • Use vocabulary of addition and subtraction to 5 • Orally Build addition and subtraction number sentences to 5	• Number blocks Episode 12, 14 15 – The whole of me, Holes, Hide and Seek • Concrete Cubes (coloured like the number blocks) • Fives frame • Numbers 1-5 in the written form • Introduce Five Friend Stories with concrete objects • Introduce the vocabulary of addition and Subtraction

	number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5.			
Measures	Numerical Patterns • Compare quantities using language: 'more than', 'fewer than'. • 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'. • 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'. • Make comparisons between objects relating to size, length, weight and capacity. • 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. • Talk about and identifies the patterns around them. For example: stripes on clothes,	• To begin to make comparisons between quantities (length, capacity and weight) • To be able to use the vocabulary of long, tall, short, full, empty, heavy, light • To begin to use comparative language; taller than, shorter than etc • To begin to use comparative phrases; not enough, too much, a lot more	• Compare capacity • Compare measure • Use comparative language • Use comparative phrases	• Introduce Vocabulary relating to length, capacity and weight • Explore through dough, water and sand play • Development of language: "I wonder who has got the longest snake? I wonder whose pot will hold the most water?" • Use direct comparison • Use of coloured water

	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. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'			
Composition	Number: • Fast recognition of up to 3 objects, without having to count them individually ('subitising'). • 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'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5.	• To verbally count to 10 • To be able orally build addition and subtraction number sentences • To be able to solve problems with numbers up to 5	• Verbal counting to 10 • Orally build Number bonds to 5 • Solve problems with numbers to 5	• Number blocks Episode 12, 14 15 – The whole of me, Holes, Hide and Seek • Counting songs – Still 5 remaining • Skittle games – the whole is 5 • Two containers separating the objects • Fives Frame • Fives Friends – Oxford Owl