green 0-3 Red = 3-4 Purple = 4-5 Yellow = ELG

		Autumn 1		Autu	mn 2				Spring 1				Spring 2		Summer 1					Summer 2	
	Wk 1 Wk 2	Wk3 W Wk5 Wk6	Wk Wk 8	Wk Wk 2	Wk 3 Wk 4	Wk 5 Wk 6 Wk 7	Wk 1	Wk 2 Wk 3	Wk 4	Wk 5 WI	k 6 Wk 1	Wk 2	Wk 3 Wk 4	W Wk	Wk 1	Wk Wk3	Wk4 Wk	Wk6	Wk W Wk	B Wk4 Wk	Wk6 & 7
Daily Counti 18 iocus	Baseline	Number songs 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.	Stable order Princip Forwards in 1s to 5. Number songs Show 'finger numbers' Take part in finger rhy React to changes of an up to three items.	up to 5. mes with numbers. nount in a group of	Stable order Principle Forwards in 1s to 10 Number songs 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.	One to one correspondence principle. Counting objects in regular and patterns. Number songs Show finger numbers' Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when sounds, counting a small set of pointing or saying may there are in total behaviour, such as making sounds, counting event ('cardinal principle'). Develop counting-like behaviour, such as making sounds, pointing or saying yome numbers in counters skipping numbers - skipping numbers -	Stable order Principle Forwards and backwar ds in 1s up to 10. Recite numbers past 5. r, Develop counting- like behaviour, or such as making sounds, in pointing or saying some numbers in sequence. Count in everyday contexts, sometim es skipping	Subitising to 3 Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').	One to one corres Forwards and back Starting at 0 and d number line. Develop counting- making sounds, pp numbers in sequel Count in everyday skipping numbers Recite numbers pa	pondence prin wards in 1s up ifferent numbe like behaviour, inting or sayin, nce. contexts, som - '1-2-3-5.' ist 5.	nciple Abstraction to 10. ars, using a up to 10. St different nu such as Develop cc behaviour, sounds, poi some numt Count in ev sometimes - '1-2-3-5.' Recite num	n Principle and backwards in 1s tarting at 0 and umbers, using a e. bunting-like such as making initing or saying bers in sequence. veryday contexts, is skipping numbers abbers past 5.	Subitising to 3 Develop fast recognition 3 objects, without havin them individually ('subit	Consolid of up to e CF from g to count over spri ising').	t Abstraction Principle Pr	Drder Irrelevance Forwards in 1s up Recite numbers pi asy one number fi n order: 1,2,3,4,5 Know that the last reached when cou- set of objects tells many there are in "Cardinal principle Develop counting behaviour, such a: sounds, pointing c come numbers in count in everyday sometimes skippir 1-2-3-5."	Principle to 10 objects. Sub ast 5. Dev or each item recc. . to 3 r number with inting a small to c . you how indi total ('su 2'). like s making or saying sequence. . contexts, ng numbers -	itising to 3 elop fast gonition of up objects, oout having oount them vidually bitising').	Trader Irrelevance Pri forwards and backwa is up to 10 objects. L bigger numbers if ippropriate for partic children. Sount beyond 10. Recite numbers past agy one number for e term in order: 1,2,3,4 (now that the last nu eached when counti mall set of objects tu cardinal principle ⁽⁾ . Develop counting-like behaviour, such as m sounds, pointing or si counde numbers in seq Count in everyday co cometimes skipping numbers - '1-2-3-5.'	nciple subitising to 3. Look at amound appropriate for appropriate for ular particular children. Develop fast 5. recognition of ach up to 3 objects, mber without Ils you count them individually ('subitising'). Subitise.	Consolidate CF ts from over the year
Main Planni ng Focus		Pre-counting skills 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? Can we see things that are the same? Compare quantities using language: 'more than', 'fewer than'. Compare amounts, saying 'lots', 'more' or 'same'. Notice patterns and arrange things in patterns. 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. 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. Talk about and identify the patterns environment and then what comes next in a pattern using shapes, colours objects etc. Talk about and identify the patterns is reading patterns. Notice patterns and arrange things in patterns. Notice patterns and arrange shapes, colours objects etc. Talk about and identify the patterns is reading pattern. Notice patterns and arrange things in patterns.	Counting 0-5 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.' Done to one correspondence principle: Tagging- Touching objects whilst counting. Syncrony- 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. Cardinality Principle - the last number is the amount in the set. Abstraction Principle Counting in our heads. Children close eyes and are counting claps, bangs, items in an opaque cup etc. Drder Irrelevance Principle - Children know that it does not matter in which order/sequence that they count items, the guantity will be the same. Say one number for each tem in order: 1,2,3,4,5. Know that the last number reached when counting anal set of bajects tells you how many there are in total contexts, sometimes skipping numbers - 1-2-3-5.'	2D Shape 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'.	Position and direction 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'.	Numbers 0-5 - Match numeral and quantity - Compare quantities 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 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.'	Pat Talk about : the pattern them. For e stripes on c designs on : wallpaper. Use informa- like 'pointy' 'blobs' etc. Extend and Y ABAB patter leaf, stick, lu Notice patt arrange thin patterns.	ttern Wr and identify Experi saround aswel clothes, rugs and al language ', 'spotty', I create erns – stick, leaf. correct an epeating terns and ngs in	iting umbers 0-5 ment with their ymbols and marks I as numerals.	Time Begin to describe a sequence of events, real or fictional, using words such as first', 'then'	2D and 3D Shape 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.	Comparing size, we Make comparisons to size, length, wei Compare sizes, wei language - 'bigger/ 'tall', 'heavy'	eight, length and capacit between objects relating ght and capacity. ghts etc. using gesture ar little/smaller', 'high/low',	y Position and direction Understand d position through words alone – for a sunder the table – with no pointin Describe a familia route. Discuss routes an locations, using words like 'in fror of' and 'behind'.	Numbers 0 -Match numeral a quantity -Compare quantiti Say one number fi ; tem in order: 1,2,7 K now that the last , reached when cour r small set of object Link numerals and t for example, show right number of of match the numerals Compare quantitic language: more ti 'fewer than'. Compare amounts lots', 'more' or 'ss Develop counting- behaviour, such at sounds, pointing o some numbers in ; Count in everyday sometimes skippir numbers - '1-2-3-5'	10PatterideTalkiesaboutandandor eachidentif3,4,5.theinumberarouninting aarouns tells youthening thedesignoperstoon rugi, up to 5.andamounts:cotheri, up to 5.andame'.langualike'pointi'sraying'pointi'rsaying'pointi'sequence.'bobscontexts,etc.etc.Extendcontexts,etc.etc.lagaand'spotttcontexts,etc.id.createABABpatternarrangthingspatterandandcreateABABpatternarrangthingspatterand	ern Math problem to 5 Solve real world fy mathematical problems with ns numbers up to 5. For le: s on s, s s s s s s s s s s s s s s s s s s	s Comparin length a Make comp- objects relat length, weig Compare siz Using gestur 'bigger/little 'high/low', '	g size, weight, Mu arisons between ing to size, ht and capacity. twi es, weights etc. ow /smaller', tall', 'heavy' and as v nun	riting mbers an Sha Sha Solve the perimen Sha Solve perimen Sha Solve perimen Sha Solve perimen Sha Solve perimen Sha Solve marks about and proble explore sup to shapes S. (for example , circles, rectangl es, triangle es, triangle es, triangle es, triangle s and cuboids) using informal and mathem atical languag e: 'sides', 'corners 's' 'straight , 'flat', 'forund'. Select shapes appropr iately: flat surfaces sorraces appropr iately: flat surfaces shapes appropr iately: flat building , a triangul ar prism for a roof etc. Combin e shapes to make new ones - an arch, a bigger triangle etc. Surfaces shapes to make new ones - an arch, a bigger triangle etc. Surfaces shapes	n Consolidation of objectives 5

Daily/Continuous provision	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').	Understand position through words alone – for example, "The bag is under the table," – with no pointing. Describe a familiar route.	Count objects, actio
objectives	Recite numbers past 5.	Discuss routes and locations, using words like 'in front of' and 'behind'	Subitise.
	Experiment with their own symbols and marks as well as numerals.	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').	Count beyond ten.
	Solve real world mathematical problems with numbers up to 5.	Recite numbers past 5.	Continue, copy and
	Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then'	Experiment with their own symbols and marks as well as numerals.	Understand position
	Combine objects like stacking blocks and cups.	Solve real world mathematical problems with numbers up to 5.	route.
	Put objects inside others and take them out again.	Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then'	Discuss routes and I
	Climb and squeeze themselves into different types of spaces.	Combine objects like stacking blocks and cups.	Develop fast recogn
	Build with a range of resources.	Put objects inside others and take them out again.	Recite numbers pas
	Complete inset puzzles.	Climb and squeeze themselves into different types of spaces.	Experiment with the
		Build with a range of resources.	Solve real world ma
		Complete inset puzzles.	Begin to describe a :
			4

create repeating patterns. n through words alone – for example, "The bag is under the table," – with no pointing. Describe a familiar

locations, using words like 'in front of' and 'behind' nition of up to 3 objects, without having to count them individually ('subitising').

er own symbols and marks as well as numerals. athematical problems with numbers up to 5. sequence of events, real or fictional, using words such as 'first', 'then...'