EARLY LEARNING GOALS FOR MATHEMATICS

Number

Children at the expected level of development will:

- 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

Children at the expected level of development will:

- 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.

'Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.' EYFS Framework 2021

MATHEMATICS CURRICULUM OVERVIEW
Reception

EFFECTIVE MATHS

Draft

	Cardinality	Composition	Comparison	Patterns	Shape	Measures
Autumn	Able to count by rote 0-10 Perceptual subitising to 5 Count objects to 10	Compose to 5 Know some bonds to 3	Compare collections that are very different or include objects of different kinds or sizes; compare numerals One more and one less to 5	A-B patterns A-B-C patterns	Experiencing different viewpoints Language of position and direction Representing spatial relationships	Recognise attributes of length, capacity and weight Comparing amounts of continuous quantities Estimating and predicting
Spring	Able to count by rote 0-20 Conceptual subitising to 8 Count objects to 20 Patterns in number: number structure	Compose to 8 Know some bonds to 5	Compare collections that contain the same amounts; compare numerals One more and one less to 8	A-A-B-B patterns A-A-B patterns	Developing shape awareness through construction Identifying similarities between shapes Show awareness of properties of shape	Comparing indirectly Recognising the relationship between the size and number of units Beginning to use units to compare things
Summer	Able to count by rote 0-30 Conceptual subitising to 10 Patterns in number: number structure and odd/even Count objects to 30	Compose to 10 Know bonds to 5; know doubles facts to 10 and some related facts	Compare collections and justify preference; compare numerals One more and one less to 10	A-B-B-C patterns Symbolise the unit structure Generalise structures to another context or mode Make a pattern around a circle and around a border	Describing properties of shape Relationships between shapes and naming shapes	Beginning to use time to sequence events Beginning to experience specific time durations Money (in continuous provision)

NB Work on cardinality, composition and comparison continue during work on pattern, shape and measure.

Block 1
Unit 1: Cardinality (2.5 weeks)

EFFECTIVE MATHS

VC: verbal counting (counting by rote)
OC: object counting

		Cardinality	
		● Able to count by rote 0-10 ● Perceptual subitising to 5 ● Count objects to 10	**Resources**
1	*5*	VC: Recite number names going forwards to 5; match number names to representations Subitising: 1-3 (including conservation of number) OC: Count objects to 5 (irregular arrangements)	Pictorial representations (eg animals) Tens frame Numerals Number track (building to 100 square) Dice
2	*5*	VC: Recite number names going forwards to 5 and backwards from 5; match number names to representations OC: Count objects to 5 (different sizes)	
3	*6*	VC: Recite number names going forwards to 6; match number names to representations Subitising: 1-3 (including conservation of number) OC: Count objects to 6 (counting things that can't be seen)	
4	*6*	VC: Recite number names going forwards to 6 and backwards from 6; match number names to representations OC: Count objects to 6 (counting things that cannot be moved)	
5	*7*	VC: Recite number names going forwards to 7; match number names to representations Subitising: 1-4 (including conservation of number) OC: Count objects to 7 (count out or 'give' a number of things from a larger group)	
6	*7*	VC: Recite number names going forwards to 7 and backwards from 7; match number names to representations OC: Count objects to 7 (irregular arrangements)	
7	*8*	VC: Recite number names going forwards to 8; match number names to representations Subitising: 1-4 (including conservation of number) OC: Count objects to 8 (different sizes)	
8	*8*	VC: Recite number names going forwards to 8 and backwards from 8; match number names to representations OC: Count objects to 8 (counting things that can't be seen)	
9	*9*	VC: Recite number names going forwards to 9; match number names to representations Subitising: 1-5 (including conservation of number) OC: Count objects to 9 (counting things that cannot be moved)	
10	*9*	VC: Recite number names going forwards to 9 and backwards from 9; match number names to representations OC: Count objects to 9 (count out or 'give' a number of things from a larger group)	
11	*10*	VC: Recite number names going forwards to 10; match number names to representations Subitising: 1-5 (including conservation of number) OC: Count objects to 10 (irregular arrangements)	
12	*10*	VC: Recite number names going forwards to 10 and backwards from 10; match number names to representations OC: Count objects to 10 (different sizes)	

Block 1
Unit 2: Composition(2 weeks)

EFFECTIVE MATHS

NF: Number facts

		Composition	
		● Compose to 5 ● Know some bonds to 4	**Resources**
1	*Whole*	What is a whole? [a] Identify wholes – eg whole apple. [b] Wholes can be different sizes. [c] 'Not whole'. [d] Whole items (of fruit) can be split into parts, including parts of different sizes. [e]	Fruit interlocking cubes 2-colour counters part-part-whole model
2	*3*	NF: Verbalise addition facts for 2 supported by representations Part-whole: Identify smaller numbers within 3 (through situations and with interlocking cubes)	
3	*3*	NF: Verbalise addition and subtraction facts for 2 supported by representations Part-whole: Identify smaller numbers within 3 (through situations and then with 2-colour counters)	
4	*4*	NF: Verbalise addition facts for 2 and 3 supported by representations Part-whole: Identify smaller numbers within 4 (through situations and with interlocking cubes)	
5	*4*	NF: Verbalise addition and subtraction facts for 2 and 3 supported by representations Part-whole: Identify smaller numbers within 4 (through situations and then with 2-colour counters)	
6	*5*	NF: Verbalise addition facts for 2-4 supported by representations Part-whole: Identify smaller numbers within 5 (through situations and with interlocking cubes)	
7	*5*	NF: Verbalise addition and subtraction facts for 2-4 supported by representations Part-whole: Identify smaller numbers within 5 (through situations and then with 2-colour counters)	
8	*3-5*	NF: Verbalise addition facts for 2-4 supported by representations Partition the whole in different ways: 3 and 4 (2 parts)	
9	*3-5*	NF: Verbalise addition and subtraction facts for 2-4 supported by representations Partition the whole in different ways: 3-5 (2 parts)	
10	*3-5*	NF: Verbalise addition and subtraction facts for 2-4 supported by representations Partition the whole in different ways: 3-5 (3 parts)	

		Comparison	
		• Compare collections that are very different or include objects of different kinds or sizes; compare numerals • One more and one less to 5	**Resources**
1		*VC: Recite number names going forwards to 10; match number names to representations* Compare collections: Group sizes obviously different, one group can be obtained by perceptual subitising	Number track
2		*VC: Recite number names going forwards to 10 and backwards from 10; match number names to representations* Compare collections: Group sizes obviously different, one group can be obtained by perceptual subitising	
3		*VC: Recite number names going forwards to 10 and backwards from 10; match number names to representations* Compare collections: Group sizes less obviously different, one group can be obtained by perceptual subitising	
4		*VC: Recite number names going forwards to 10 and backwards from 10; match number names to representations* Compare collections: Group sizes obviously different, objects of different kinds or sizes	
5		*VC: Recite number names going forwards to 10 and backwards from 10; match number names to representations* Compare collections: Group sizes less obviously different, objects of different kinds or sizes	
6		Compare collections: Explain which is more (pictorial and numeral representations)	
7		One more and one less to 3: Identify groups correctly labelled; suggest how to alter incorrectly labelled groups	
8		One more and one less to 4: Identify groups correctly labelled; suggest how to alter incorrectly labelled groups (groups to include collections of different kinds and sizes to ensure focus on numerosity of the group)	
9		One more and one less to 5: Identify groups correctly labelled; suggest how to alter incorrectly labelled groups (groups to include collections of different kinds and sizes to ensure focus on numerosity of the group)	
10		One more and one less to 5: Make predictions about what the outcome will be in stories, rhymes and songs if one is added to, or if one is taken away	

		Pattern	
		● A-B patterns ● A-B-C patterns	**Resources**
1		*NF: Verbalise addition facts for 2 supported by representations* Pattern: Continue an A-B pattern	Cuisenaire rods
2		*NF: Verbalise addition and subtraction facts for 2 supported by representations* Pattern: Copy an A-B pattern	
3		*NF: Verbalise addition facts for 2 and 3 supported by representations* Pattern: Make an A-B pattern	
4		*NF: Verbalise addition and subtraction facts for 2 and 3 supported by representations* Pattern: Find the mistake in an A-B pattern	
5		*NF: Verbalise addition facts for 2-4 supported by representations* Pattern: Make more A-B patterns	
6		*NF: Verbalise addition and subtraction facts for 2-4 supported by representations* Pattern: Continue an A-B-C pattern	
7		*NF: Verbalise addition facts for 2-4 supported by representations* Pattern: Copy an A-B-C pattern	
8		*NF: Verbalise addition and subtraction facts for 2-4 supported by representations* Pattern: Make an A-B-C pattern	
9		*NF: Verbalise addition and subtraction facts for 2-4 supported by representations* Pattern: Find the mistake in an A-B-C pattern	
10		*NF: Verbalise addition and subtraction facts for 2-4 supported by representations* Pattern: Make more A-B-C patterns	

Block 1
Unit 5: Shape (2 weeks)

EFFECTIVE MATHS

Revisit: Comparison

		Shape	
		● Experiencing different viewpoints ● Language of position and direction ● Representing spatial relationships	**Resources**
1		*Compare collections: Group sizes obviously different, one group can be obtained by perceptual subitising* Shape: Experiencing different viewpoints	We're Going on a Bear Hunt https://www.youtube.com/watch?v=2OI7fe766nk Tangrams
2		*Compare collections: Group sizes obviously different, one group can be obtained by perceptual subitising* Shape: Experiencing different viewpoints	
3		*Compare collections: Group sizes less obviously different, one group can be obtained by perceptual subitising* Shape: Experiencing different viewpoints	
4		*Compare collections: Group sizes obviously different, objects of different kinds or sizes* Shape: Language of position and direction	
5		*Compare collections: Group sizes less obviously different, objects of different kinds or sizes* Shape: Language of position and direction	
6		*Compare collections: Explain which is more (pictorial and numeral representations)* Shape: Language of position and direction	
7		*One more and one less to 3: Identify groups correctly labelled; suggest how to alter incorrectly labelled groups* Shape: Representing spatial relationships	
8		*One more and one less to 4: Identify groups correctly labelled; suggest how to alter incorrectly labelled groups* Shape: Representing spatial relationships	
9		*One more and one less to 5: Identify groups correctly labelled; suggest how to alter incorrectly labelled groups* Shape: Representing spatial relationships	
10		*One more and one less to 5: Make predictions about what the outcome will be in stories, rhymes and songs if one is added to, or if one is taken away* Shape: Representing spatial relationships	

		Measures	
		● Recognise attributes of length, capacity and weight ● Comparing amounts of continuous quantities ● Estimating and predicting	**Resources**
1		*NF: Verbalise addition facts for 2 supported by representations* Measures: Recognise attributes of length, capacity and weight	
2		*NF: Verbalise addition and subtraction facts for 2 supported by representations* Measures: Recognise attributes of length, capacity and weight	
3		*NF: Verbalise addition facts for 2 and 3 supported by representations* Measures: Recognise attributes of length, capacity and weight	
4		*NF: Verbalise addition and subtraction facts for 2 and 3 supported by representations* Measures: Recognise attributes of length, capacity and weight	
5		*NF: Verbalise addition facts for 2-4 supported by representations* Measures: Comparing amounts of continuous quantities	
6		*NF: Verbalise addition and subtraction facts for 2-4 supported by representations* Measures: Comparing amounts of continuous quantities	
7		*NF: Verbalise addition facts for 2-4 supported by representations* Measures: Comparing amounts of continuous quantities	
8		*NF: Verbalise addition and subtraction facts for 2-4 supported by representations* Measures: Estimating and predicting	
9		*NF: Verbalise addition and subtraction facts for 2-4 supported by representations* Measures: Estimating and predicting	
10		*NF: Verbalise addition and subtraction facts for 2-4 supported by representations* Measures: Estimating and predicting	

Block 2
Unit 1: Cardinality (2 weeks)

EFFECTIVE MATHS

VC: verbal counting (counting by rote)
OC: object counting

		Cardinality	
		● Able to count by rote 0-20 ● Conceptual subitising to 8 ● Count objects to 20 Patterns in number: number structure and odd/even	**Resources**
1	*12*	VC: Recite number names going forwards to 12; match number names to representations Subitising: 1-5 (including conservation of number) OC: Count objects to 12 (irregular arrangements; different sizes)	Pictorial representations (eg animals) Tens frame Numerals Number track (building to 100 square) Dice Base 10 blocks Number line
2	*12*	VC: Recite number names going forwards to 12 and backwards from 12; match number names to representations OC: Count objects to 12 (count out or 'give' a number of things from a larger group)	
3	*14*	VC: Recite number names going forwards to 14; match number names to representations Subitising: 1-6 (including conservation of number) OC: Count objects to 14 (counting things that can't be seen; counting things that cannot be moved)	
4	*14*	VC: Recite number names going forwards to 14 and backwards from 14; match number names to representations OC: Count objects to 14 (irregular arrangements; different sizes)	
5	*16*	VC: Recite number names going forwards to 16; match number names to representations Subitising: 1-7 (including conservation of number) OC: Count objects to 16 (count out or 'give' a number of things from a larger group)	
6	*16*	VC: Recite number names going forwards to 16 and backwards from 16; match number names to representations OC: Count objects to 16 (counting things that can't be seen; counting things that cannot be moved)	
7	*18*	VC: Recite number names going forwards to 18; match number names to representations Subitising: 1-8 (including conservation of number) OC: Count objects to 18 (irregular arrangements; different sizes)	
8	*18*	VC: Recite number names going forwards to 18 and backwards from 18; match number names to representations OC: Count objects to 18 (count out or 'give' a number of things from a larger group)	
9	*20*	VC: Recite number names going forwards to 20; match number names to representations; introduce number line Subitising: 1-8 (including conservation of number) OC: Count objects to 20 (counting things that can't be seen; counting things that cannot be moved)	
10	*20*	VC: Recite number names going forwards to 20 and backwards from 20; match number names to representations OC: Count objects to 20 (irregular arrangements; different sizes)	

Block 2
Unit 2: Composition(2 weeks)

EFFECTIVE MATHS

NF: Number facts

		Composition	
		● Compose to 8 ● Know some bonds to 5	**Resources**
1	***6***	NF: Verbalise addition facts for 2 and 3 with and without representations Part-whole: Identify smaller numbers within 6 (through situations and with interlocking cubes)	Fruit interlocking cubes 2-colour counters part-part-whole model
2	***6***	NF: Verbalise addition and subtraction facts for 2 and 3 with and without representations Part-whole: Identify smaller numbers within 6 (through situations and then with 2-colour counters)	
3	***7***	NF: Verbalise addition and subtraction facts for 2-4 with and without representations Part-whole: Identify smaller numbers within 7 (through situations and with interlocking cubes)	
4	***7***	NF: Verbalise addition and subtraction facts for 2-4 with and without representations Part-whole: Identify smaller numbers within 7 (through situations and then with 2-colour counters)	
5	***8***	NF: Verbalise addition facts for 5 supported by representations Part-whole: Identify smaller numbers within 8 (through situations and with interlocking cubes)	
6	***8***	NF: Verbalise addition and subtraction facts for 5 supported by representations Part-whole: Identify smaller numbers within 8 (through situations and then with 2-colour counters)	
7	***7-8***	NF: Verbalise addition facts for 5 supported by representations Partition the whole in different ways: 7 and 8 (2 parts)	
8	***6-8***	NF: Verbalise addition and subtraction facts for 5 supported by representations Partition the whole in different ways: 6-8 (2 parts)	
9	***6-8***	NF: Verbalise addition and subtraction facts for 5 supported by representations Partition the whole in different ways: 6-8 (3 parts)	
10	***6-8***	NF: Verbalise addition and subtraction facts for 5 supported by representations Partition the whole in different ways: 6-8 (3 parts)	

Block 2
Unit 3: Comparison (2 weeks)

EFFECTIVE MATHS

Revisit: Cardinality
VC: Verbal counting (counting by rote)

		Comparison	
		• Compare collections that contain the same amounts; compare numerals • One more and one less to 8	**Resources**
1		*VC: Recite number names going forwards to 20; match number names to representations* Compare collections: Group sizes appear different (but some are the same), one group can be obtained by conceptual subitising	Number track
2		*VC: Recite number names going forwards to 20 and backwards from 20; match number names to representations* Compare collections: Group sizes appear different, groups can be obtained by conceptual subitising	
3		*VC: Recite number names going forwards to 20 and backwards from 20; match number names to representations* Compare collections: Group sizes less obviously different, one group can be obtained by conceptual subitising	
4		*VC: Recite number names going forwards to 20 and backwards from 20; match number names to representations* Compare collections: Group sizes appear different, objects of different kinds or sizes	
5		*VC: Recite number names going forwards to 20 and backwards from 20; match number names to representations* Compare collections: Group sizes appear different, objects of different kinds or sizes	
6		Compare collections: Explain which is more (pictorial and numeral representations)	
7		One more and one less to 6: Identify groups correctly labelled; suggest how to alter incorrectly labelled groups	
8		One more and one less to 7: Identify groups correctly labelled; suggest how to alter incorrectly labelled groups (groups to include collections of different kinds and sizes to ensure focus on numerosity of the group)	
9		One more and one less to 8: Identify groups correctly labelled; suggest how to alter incorrectly labelled groups (groups to include collections of different kinds and sizes to ensure focus on numerosity of the group)	
10		One more and one less to 8: Make predictions about what the outcome will be in stories, rhymes and songs if one is added to, or if one is taken away	

		Pattern	
		● A-A-B-B patterns ● A-A-B patterns	**Resources**
1		*NF: Verbalise addition facts for 2 and 3 with and without representations* Pattern: Continue an A-A-B-B pattern	Cuisenaire rods
2		*NF: Verbalise addition and subtraction facts for 2 and 3 with and without representations* Pattern: Copy an A-A-B-B pattern	
3		*NF: Verbalise addition facts for 2-4 with and without representations* Pattern: Make an A-A-B-B pattern	
4		*NF: Verbalise addition and subtraction facts for 2-4 with and without representations* Pattern: Find the mistake in an A-A-B-B pattern	
5		*NF: Verbalise addition facts for 5 supported by representations* Make more A-A-B-B patterns	
6		*NF: Verbalise addition and subtraction facts for 5 supported by representations* Pattern: Continue an A-A-B pattern	
7		*NF: Verbalise addition facts for 5 supported by representations* Pattern: Copy an A-A-B pattern	
8		*NF: Verbalise addition and subtraction facts for 5 supported by representations* Pattern: Make an A-A-B pattern	
9		*NF: Verbalise addition and subtraction facts for 5 supported by representations* Pattern: Find the mistake in an A-A-B pattern	
10		*NF: Verbalise addition and subtraction facts for 5 supported by representations* Make more A-A-B patterns	

Block 2
Unit 5: Shape (2 weeks)

EFFECTIVE MATHS

Revisit: Comparison

		Shape	
		● Developing shape awareness through construction ● Identifying similarities between shapes ● Show awareness of properties of shape	**Resources**
1		*Compare collections: Group sizes appear different (but some are the same), one group can be obtained by conceptual subitising* Shape: Developing shape awareness through construction	Structured and unstructured materials 2D and 3D shapes
2		*Compare collections: Group sizes appear different, groups can be obtained by conceptual subitising* Shape: Developing shape awareness through construction	
3		*Compare collections: Group sizes less obviously different, one group can be obtained by conceptual subitising* Shape: Developing shape awareness through construction	
4		*Compare collections: Group sizes appear different, objects of different kinds or sizes* Shape: Identifying similarities between shapes	
5		*Compare collections: Group sizes appear different, objects of different kinds or sizes* Shape: Identifying similarities between shapes	
6		*Compare collections: Explain which is more (pictorial and numeral representations)* Shape: Identifying similarities between shapes	
7		*One more and one less to 6: identify groups correctly labelled; suggest how to alter incorrectly labelled groups* Shape: Show awareness of properties of shape	
8		*One more and one less to 7: identify groups correctly labelled; suggest how to alter incorrectly labelled groups (groups to include collections of different kinds and sizes to ensure focus on numerosity of the group)* Shape: Show awareness of properties of shape	
9		*One more and one less to 8: identify groups correctly labelled; suggest how to alter incorrectly labelled groups (groups to include collections of different kinds and sizes to ensure focus on numerosity of the group)* Shape: Show awareness of properties of shape	
10		*One more and one less to 8: make predictions about what the outcome will be in stories, rhymes and songs if one is added to, or if one is taken away* Shape: Show awareness of properties of shape	

		Measures	
		• Comparing indirectly • Recognising the relationship between the size and number of units • Beginning to use units to compare things	**Resources**
1		*NF: Verbalise addition facts for 2 and 3 with and without representations* Measures: Comparing indirectly	Items of different sizes to compare (eg jugs) Nesting boxes; Russian dolls
2		*NF: Verbalise addition and subtraction facts for 2 and 3 with and without representations* Measures: Comparing indirectly	
3		*NF: Verbalise addition facts for 2-4 with and without representations* Measures: Comparing indirectly	
4		*NF: Verbalise addition and subtraction facts for 2-4 with and without representations* Measures: Recognising the relationship between the size and number of units	
5		*NF: Verbalise addition facts for 5 supported by representations* Measures: Recognising the relationship between the size and number of units	
6		*NF: Verbalise addition and subtraction facts for 5 supported by representations* Measures: Recognising the relationship between the size and number of units	
7		*NF: Verbalise addition facts for 5 supported by representations* Measures: Beginning to use units to compare things	
8		*NF: Verbalise addition and subtraction facts for 5 supported by representations* Measures: Beginning to use units to compare things	
9		*NF: Verbalise addition and subtraction facts for 5 supported by representations* Measures: Beginning to use units to compare things	
10		*NF: Verbalise addition and subtraction facts for 5 supported by representations* Measures: Beginning to use units to compare things	

Block 3
Unit 1: Cardinality (2 weeks)

EFFECTIVE MATHS

VC: verbal counting (counting by rote)
OC: object counting

		Cardinality	
		• Able to count by rote 0-30 • Conceptual subitising to 10 • Count objects to 30 • Patterns in number: number structure and odd/even	**Resources**
1	***22***	VC: Recite number names going forwards to 22; match number names to representations Subitising: 1-8 (including conservation of number) OC: Count objects to 22 (irregular arrangements; different sizes)	Pictorial representations (eg animals) Tens frame Numerals Number track (building to 100 square) Dice Base 10 blocks Number line Empty egg cartons (half dozen cartons)
2	***22***	VC: Recite number names going forwards to 22 and backwards from 22; match number names to representations OC: Count objects to 22 (count out or 'give' a number of things from a larger group)	
3	***24***	VC: Recite number names going forwards to 24; match number names to representations Subitising: 1-9 (including conservation of number) OC: Count objects to 24 (counting things that can't be seen; counting things that cannot be moved)	
4	***24***	VC: Recite number names going forwards to 24 and backwards from 24; match number names to representations OC: Count objects to 24 (irregular arrangements; different sizes)	
5	***26***	VC: Recite number names going forwards to 26; match number names to representations Subitising: 1-9 (including conservation of number) OC: Count objects to 26 (count out or 'give' a number of things from a larger group)	
6	***26***	VC: Recite number names going forwards to 26 and backwards from 26; match number names to representations OC: Count objects to 26 (counting things that can't be seen; counting things that cannot be moved)	
7	***28***	VC: Recite number names going forwards to 28; match number names to representations Subitising: 1-10 (including conservation of number) OC: Count objects to 28 (irregular arrangements; different sizes)	
8	***28***	VC: Recite number names going forwards to 28 and backwards from 28; match number names to representations OC: Count objects to 28 (count out or 'give' a number of things from a larger group)	
9	***30***	VC: Recite number names going forwards to 30; match number names to representations and identify odds/evens OC: Count items across the rows of tens frames to form odd/even numbers	
10	***30***	VC: Recite number names going forwards to 30 and backwards from 30; match number names to representations and identify odds/evens OC: Identify odd numbers as numbers that do not all have pairs and evens as numbers that have pairs	

Block 3
Unit 2: Composition(2 weeks)

EFFECTIVE MATHS

NF: Number facts

		Composition	
		● Compose to 10 ● Know bonds to 5 ● Know doubles facts to 10 and some related facts	**Resources**
1	***8***	NF: Verbalise addition facts for 2-5 with and without representations Part-whole: Identify smaller numbers within 8 (through situations and with interlocking cubes)	Fruit interlocking cubes 2-colour counters part-part-whole model skittles
2	***8***	NF: Verbalise addition and subtraction facts for 2-5 with and without representations Part-whole: Identify smaller numbers within 8 (through situations and then with 2-colour counters)	
3	***9***	NF: Verbalise addition and subtraction facts for 2-5 with and without representations Part-whole: Identify smaller numbers within 9 (through situations and with interlocking cubes)	
4	***9***	NF: Verbalise addition and subtraction facts for 2-5 with and without representations Part-whole: Identify smaller numbers within 9 (through situations and then with 2-colour counters)	
5	***10***	NF: Verbalise addition and subtraction facts for 2-5 with and without representations Part-whole: Identify smaller numbers within 10 (through situations and with interlocking cubes)	
6	***10***	NF: Verbalise addition and subtraction facts for 2-5 with and without representations Part-whole: Identify smaller numbers within 10 (through situations and then with 2-colour counters)	
7	***9-10***	NF: Verbalise doubles facts to 10 with representations Part-whole: Partition the whole in different ways - 9 and 10 (2 parts)	
8	***9-10***	NF: Verbalise doubles facts to 10 with and without representations Part-whole: Partition the whole in different ways - 9-10 (2 parts)	
9	***9-10***	NF: Verbalise doubles facts to 10 with and without representations; find related facts Part-whole: Partition the whole in different ways - 9 (3 parts)	
10	***9-10***	NF: Verbalise doubles facts to 10 with and without representations; find related facts Part-whole: Partition the whole in different ways - 10 (3 parts)	

Block 3
Unit 3: Comparison (2 weeks)

EFFECTIVE MATHS

Revisit: Cardinality
VC: Verbal counting (counting by rote)

		Comparison	
		• Compare collections and justify preferences; compare numerals • One more and one less to 10	**Resources**
1		*VC: Recite number names going forwards to 22; match number names to representations* Compare collections: Justify reasoning, one group can be obtained by conceptual subitising	Number track Number line Introduce tallies for counting forwards in VC activities
2		*VC: Recite number names going forwards to 22 and backwards from 22; match number names to representations* Compare collections: Justify reasoning, groups can be obtained by conceptual subitising	
3		*VC: Recite number names going forwards to 24; match number names to representations* Compare collections: Justify reasoning, one group can be obtained by conceptual subitising	
4		*VC: Recite number names going forwards to 24 and backwards from 24; match number names to representations* Compare collections: Justify reasoning, objects of different kinds or sizes	
5		*VC: Recite number names going forwards to 26; match number names to representations* Compare collections: Justify reasoning, objects of different kinds or sizes	
6		*VC: Recite number names going forwards to 26 and backwards from 26; match number names to representations* Compare collections: Explain which is more (pictorial and numeral representations)	
7		*VC: Recite number names going forwards to 28; match number names to representations* One more and one less to 7: Identify groups correctly labelled; suggest how to alter incorrectly labelled groups	
8		*VC: Recite number names going forwards to 28 and backwards from 28; match number names to representations* One more and one less to 8: Identify groups correctly labelled; suggest how to alter incorrectly labelled groups (groups to include collections of different kinds and sizes to ensure focus on numerosity of the group)	
9		*VC: Recite number names going forwards to 30; match number names to representations* One more and one less to 9: Identify groups correctly labelled; suggest how to alter incorrectly labelled groups (groups to include collections of different kinds and sizes to ensure focus on numerosity of the group)	
10		*VC: Recite number names going forwards to 30 and backwards from 30; match number names to representations* One more and one less to 10: Make predictions about what the outcome will be in stories, rhymes and songs if one is added to, or if one is taken away	

		Pattern	
		● A-B-B-C patterns ● Symbolise the unit structure ● Generalise structures to another context or mode ● Make a pattern around a circle and around a border	**Resources**
1		*NF: Verbalise addition facts for 2-5 with and without representations* Pattern: Continue an A-B-B-C pattern	Cuisenaire rods
2		*NF: Verbalise addition and subtraction facts for 2-5 with and without representations* Pattern: Copy an A-B-B-C pattern	
3		*NF: Verbalise addition facts for 2-5 with and without representations* Pattern: Find the mistake in an A-B-B-C pattern	
4		*NF: Verbalise addition and subtraction facts for 2-5 with and without representations* Pattern: Make an A-B-B-C pattern - symbolise the unit structure	
5		*NF: Verbalise doubles facts to 10 supported by representations* Pattern: Make more A-B-B-C patterns - symbolise the unit structure	
6		*NF: Verbalise doubles facts to 10 supported by representations* Pattern: Generalise structures to another context or mode	
7		*NF: Verbalise doubles facts to 10 with and without representations* Pattern: Make a pattern around a circle	
8		*NF: Verbalise doubles facts to 10 with and without representation*ns Pattern: Make a pattern around a circle	
9		*NF: Verbalise doubles facts to 10 with and without representations; find related facts* Pattern: Make a pattern around a border	
10		*NF: Verbalise doubles facts to 10 with and without representations; find related facts* Pattern: Make a pattern around a border	

		Shape	
		● Describing properties of shape and naming shapes ● Relationships between shapes	**Resources**
1		*Compare collections: Justify reasoning, one group can be obtained by conceptual subitising* Shape: Describing properties of shape and naming shapes	Tangrams
2		*Compare collections: Justify reasoning, groups can be obtained by conceptual subitising* Shape: Describing properties of shape and naming shapes	
3		*Compare collections: Justify reasoning, one group can be obtained by conceptual subitising* Shape: Describing properties of shape and naming shapes	
4		*Compare collections: Justify reasoning, objects of different kinds or sizes* Shape: Describing properties of shape and naming shapes	
5		*Compare collections: Justify reasoning, objects of different kinds or sizes* Shape: Describing properties of shape and naming shapes	
6		*Compare collections: Explain which is more (pictorial and numeral representations)* Shape: Relationships between shapes	
7		*One more and one less to 7: identify groups correctly labelled; suggest how to alter incorrectly labelled groups* Shape: Relationships between shapes	
8		*One more and one less to 8: identify groups correctly labelled; suggest how to alter incorrectly labelled groups (groups to include collections of different kinds and sizes to ensure focus on numerosity of the group)* Shape: Relationships between shapes	
9		*One more and one less to 9: identify groups correctly labelled; suggest how to alter incorrectly labelled groups (groups to include collections of different kinds and sizes to ensure focus on numerosity of the group)* Shape: Relationships between shapes	
10		*One more and one less to 10: make predictions about what the outcome will be in stories, rhymes and songs if one is added to, or if one is taken away* Shape: Relationships between shapes	

		Measures	
		● Beginning to use time to sequence events ● Beginning to experience specific time durations ● Money (in continuous provision)	**Resources**
1		*NF: Verbalise addition facts for 2-5 with and without representations* Measures: Revisit previous learning	
2		*NF: Verbalise addition and subtraction facts for 2-5 with and without representations* Measures: Revisit previous learning	
3		*NF: Verbalise addition facts for 2-5 with and without representations* Measures: Beginning to use time to sequence events	
4		*NF: Verbalise addition and subtraction facts for 2-5 with and without representations* Measures: Beginning to use time to sequence events	
5		*NF: Verbalise doubles facts to 10 supported by representations* Measures: Beginning to use time to sequence events	
6		*NF: Verbalise doubles facts to 10 supported by representations* Measures: Beginning to use time to sequence events	
7		*NF: Verbalise doubles facts to 10 with and without representations* Measures: Beginning to experience specific time durations	
8		*NF: Verbalise doubles facts to 10 with and without representations* Measures: Beginning to experience specific time durations	
9		*NF: Verbalise doubles facts to 10 with and without representations; find related facts* Measures: Beginning to experience specific time durations	
10		*NF: Verbalise doubles facts to 10 with and without representations; find related facts* Measures: Beginning to experience specific time durations	