

Curriculum Objective

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

Links Across the Curriculum

Geography—counting steps on a route or to find a location / Music—number songs e.g. five little men in a flying saucer / PHSE—counting family members / RE - counting characters. / science— heavy and light object, floating and sinking, weights and capacity, length and height (plants knowledge), simple test—same or different, spotting patterns in the natural environment / Design and Technology—counting objects, shapes, creating patterns, using materials to create patterns e.g. colours, shapes etc. / art and design—colour, shape etc. patterns link with art / History—time language e.g. Yesterday / forest schools—looking at 2D and 3D shapes in the natural environment

Components Autumn Term

Supported through...

- To rote counting to 5 then to 10.
- Understand objects can be counted and we use numerals to do this.
- To understand that each numeral represents a different amount of objects.
- To recognise numerals 1 to 5.
- Say one number for each item in order for 1, 2, 3, 4, 5.
- Show finger numbers up to 5.
- To match different objects by their function.
- Begin to match numerals to their amounts up to 5 using objects and pictures.
- To order numbers to 5 using their numerals.
- Begin to match numerals to objects in a five frame.
- Start to represent numbers up to 5 in a five frame.
- Comparing amounts when placed in a five frame.
- Understand how numbers can be represented in different ways like different objects, pictures, actions, symbols etc.

- Following the Maths No Problem Scheme.
- 3 focused planned whole class taught lessons and a focused maths activity within provision each week.
- Continuous provision of maths resources which the children have access to during free choosing times.
- Counting with the children during interim times like lining up, coming to the carpet etc.
- Teacher input during provision free choosing time surrounding numbers, counting, shapes in the environment etc.
- Access and use of Maths No Problem picture books.
- Number supportive reading books accessed throughout.
- Working maths wall.

Components Spring Term

Supported through...

- Rote counting to 15.
- Understanding and writing zero.
- To recognise numerals 1 to 10.
- Say one number for each item in order for 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.
- Show finger numerals up to 10.
- Matching numeral and quantity using dice faces (subitising).
- Represent 1 fewer/less than a set group.
- Continue to recognise and write numerals to 10.
- Understand positions, i.e. first, second, third up to 10.
- Match numbers 0 to 10 to tens frames.
- Understand addition to 10 using objects and pictures.
- Representing numbers to 10 using objects and pictures
- Understand how volume does not always equal weight.
- Use and understand how a part part whole model is used.
- Number bonds to 10.
- Begin to understand pictorial number stories.
- Using cubes to measure length/height.

- Following the Maths No Problem Scheme.
- 3 focused planned whole class taught lessons and a focused maths activity within provision each week.
- Continuous provision of maths resources which the children have access to during free choosing times.
- Counting with the children during interim times like lining up, coming to the carpet etc.
- Teacher input during provision free choosing time surrounding numbers, counting, shapes in the environment etc.
- Access and use of Maths No Problem picture books.
- Number supportive reading books accessed throughout.
- Working maths wall.

Components Summer Term

Supported through...

- Rote counting to 20.
- To recognise numerals 0 to 14.
- Say one number for each item in order for number up to 15.
- Begin to count on from a set number. Counting on by 2 and then by 5.
- Start to understand the first, then and now method to do simple addition using objects and pictorial examples.
- Match numeral to quantity up to 15.
- Begin to understand and complete number tracks up to 20.

- Following the Maths No Problem Scheme.
- 3 focused planned whole class taught lessons and a focused maths activity within provision each week.
- Continuous provision of maths resources which the children have access to during free choosing times.
- Counting with the children during interim times like lining up, coming to the carpet etc.
- Teacher input during provision free choosing time surrounding numbers, counting, shapes in the environment etc.
- Access and use of Maths No Problem picture books.
- Number supportive reading books accessed throughout.
- Working maths wall.

Curriculum Objective

Numerical patterns

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

Links Across the Curriculum

Geography—counting steps on a route or to find a location / Music—number songs e.g. five little men in a flying saucer / PHSE—counting family members / RE - counting characters. / science— heavy and light object, floating and sinking, weights and capacity, length and height (plants knowledge), simple test—same or different, spotting patterns in the natural environment / Design and Technology—counting objects, shapes, creating patterns, using materials to create patterns e.g. colours, shapes etc. / art and design—colour, shape etc. patterns link with art / History—time language e.g. Yesterday / forest schools—looking at 2D and 3D shapes in the natural environment

Components Autumn Term

Supported through...

Understand more and fewer using objects and pictures.

Begin to compare objects according to their size, length, weight and capacity.

Identify the odd one out from a small group.

Sort objects according to their colour.

Sort objects according to their size e.g big medium and same.

Sequence a daily event or instruction.

Continue a simple 2 step repeated pattern.

Order a short sequence of events, e.g. 4 or 5 steps.

Visually identify the shapes triangle, square, rectangle and circle.

Begin to identify some qualities of a triangle, square, rectangle and a circle, e.g. how many sides/points they have.

Begin to recognise and find a rectangle, triangle, square and circle from within their environment.

Use some single positional language correctly., e.g. on top of, under, next to, beside.

- Following the Maths No Problem Scheme.
- 3 focused planned whole class taught lessons and a focused maths activity within provision each week.
- Continuous provision of maths resources which the children have access to during free choosing times.
- Counting with the children during interim times like lining up, coming to the carpet etc.
- Teacher input during provision free choosing time surrounding numbers, counting, shapes in the environment etc.
- Access and use of Maths No Problem picture books.
- Number supportive reading books accessed throughout.
- Working maths wall.

Components Spring Term

Supported through...

Represent 1 fewer/less than a set group.

Understand how volume does not always equal weight.

Describing capacity using language of half full, half empty, full, empty,

Using cubes to measure length/height.

Continue a 3 step repeated pattern.

Noticing shapes within shapes, e.g. tangram tiles.

Begin to identifying 3D shapes.

Begin to identify the footprints of 3D shapes.

- Following the Maths No Problem Scheme.
- 3 focused planned whole class taught lessons and a focused maths activity within provision each week.
- Continuous provision of maths resources which the children have access to during free choosing times.
- Counting with the children during interim times like lining up, coming to the carpet etc.
- Teacher input during provision free choosing time surrounding numbers, counting, shapes in the environment etc.
- Access and use of Maths No Problem picture books.
- Number supportive reading books accessed throughout.
- Working maths wall.

Components Summer Term

Supported through...

Understand how to find one more/one less than a set number up to 20.

Understand some double including how to double a number to 10.

Start to understand how to half a number up to 10.

Begin to understand how to share a group of objects.

Begin to show some awareness of what numbers are odd and which are even up to 10.

Begin to understand odd numbers have one left over when shared by 2 using cubes.

Begin to understand and use balance scales, identifying which one is heavier/lighter.

Start to use a cup to measure the capacity of a container, then expressing which one hold more.

To identify what a pictogram is.

Begin to understand and interpret a pictogram.

To identify what a tally chart is.

Begin to understand and interpret a tally chart.


To begin to draw simple routes on a grid to find an object.

- Following the Maths No Problem Scheme.
- 3 focused planned whole class taught lessons and a focused maths activity within provision each week.
- Continuous provision of maths resources which the children have access to during free choosing times.
- Counting with the children during interim times like lining up, coming to the carpet etc.
- Teacher input during provision free choosing time surrounding numbers, counting, shapes in the environment etc.
- Access and use of Maths No Problem picture books.
- Number supportive reading books accessed throughout.
- Working maths wall.

Autumn	Spring	Summer
Same, different, match, pair, large, small, big, little, straight, round, rough, smooth, shiny, spikey, pointy, spotty, soft, alike, sort, group, together, odd, even, medium, set, small/er/est, long/er/est, 1st,2nd,3rd, 2D shape—circle, triangle, rectangle and square, sides, corners, loud, quiet, up, down, numerals 1-5, order, 1 more, 1 less, first, next, then, before, after, part, whole, in, on, under, next to, behind, in front of, across, near, far, forwards, backwards, esti-	Zero, empty, none, nothing, nearly empty, full, half full, nearly full, fewer than, more than, in between, how many, altogether , counting, total, greater, small, part-part whole, number bonds, repeat, patter, unit, height, length, container, liquid, capacity, space, hexagon, pentagon, octagon, curve, ball, sphere, cube, cu-boid, pyramid, cylinder, add, subtract, numerals 1-10, share, equal, fair	Counting on, add, subtract, move forwards, how many more, counting backwards, take away, numerals 11-20, double, twice, two times, share, equal, fair, one by one, odd, even, pairs, sequence, unequally, heavy/er/est, light/er/est, mass and weight , width, wide/er/est, volume, favourite, data, information, pictogram, tally, chart, diagram, problem, solving, how many ways, buy, cost, spend, how much, change, estimate

Preparing for the National Curriculum

English	Understanding of a variety of stories, listen and focus on one thing at a time, understand what a sentence/question is, building vocabulary linked with topics and stories. Listen to others both adults and peers with both instructions and discussions. Begin to under-stand we all have an opinion.
All subjects	Listen to others both adults and peers with both instructions and discussions. Begin to understand we all have an opinion. Have a developing understanding of various vocabulary.
Science	Discuss different properties e.g. waterproof, strong, weak, hard and soft. Changes in the season and developing weather vocabulary (e.g windy, rainy, showering, foggy, frosty, sunny) and discussing what the season it is. Discuss different properties e.g. waterproof, strong, weak, hard and soft.
Geography	Children to have a basic understanding of different seasons and how they dress differently depending on the weather. As part of normal practice, children will be told to put their coats on 'because it is cold during the winter' and reasoning behind choices will be explicitly shared. Children will extend this knowledge through cross curricular learning e.g. make art with snow and hats and scarves and snowmen etc during the winter.
Art	Discuss the art work and begin to have an opinion on it—Famous artist (Pier Mondrian and Vincent Van Gogh)

Outcomes / Composites	Stickability	WOW	Diversity in the Curriculum
Number bonds to 10 including composition Know 2D and 3D shapes Subsidising to number 5 Double and half facts to 10 Counting verbally to 20 Forming number 10 Recognising and continuing patterns Simple addition and one more/less Odd and evens Sharing	<div>revisit learning / learning wall / role play / small world / use of props or real objects / consolidate learning / provision activities / real life</div> <div>Character Traits</div> <div> Curiosity Resilient Ambitious Kind Articulate Respectful </div>	Role play and small world Trips—Farm, traveling toy box Visitors—cls Toys and Past and present	Maths No Problem characters Visual aids—showing a range or ability, race and culture. Celebration of festivals—Eid, Christmas, Holi, Diwali, Easter etc. Counting songs—YouTube Access to a variety of different musical instruments., like African drums, etc. <div>  </div>