

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn Term	Comparison 1		Shape, space and measure 1		Pattern 1		Counting 1		Counting 2		Subitizing 1	
	More than, fewer than, same		Explore and build with shapes and objects		Explore repeats		Hear and say number names		Begin to order number names		I see 1, 2, 3	
Spring Term	Pattern 2		Shape, space and measure 2		Subitizing 2		Counting 3		Shape, space and measure 3		Pattern 3	
	Join in with repeats		Explore position and space		Show me 1, 2, 3		Move and label 1, 2, 3		Explore position and routes		Explore own first patterns	
Summer Term	Counting 4	SSM 4	Subitizing 3	Comparison 2	Pattern 4	SSM 5	Pattern 5	Subitizing 4	Counting 5	Pattern 6	Counting 6	Comparison 3
	Take and give 1, 2, 3	Match, talk, push and pull	Talk about dots	Compare and sort collections	Lead on own repeats	Starting to puzzle	Making patterns together	Make games and actions	Show me 5	My own pattern	Stop at 1, 2, 3, 4, 5	Match, sort, compare

Curriculum following White Rose Maths Scheme. **DEVELOPMENT MATTERS LINKS (3-4yrs)**

AUTUMN Term 1					
Comparison 1 – More than, fewer than, same		Shape, space and measure 1 – Explore and build with shapes and objects		Pattern 1 – Explore repeats	
Collect objects to compare amounts Make simple comparisons of amounts Look for collections of large and small amounts	Compare and talk about large and small amounts Make large and small collections Make collections the same	Explore and play with shapes Show interest in simple differences between shapes Put shapes and blocks into position	Select Shapes for a reason Begin to explore and describe natural shapes and objects Find and collect objects for a purpose.	Listen to repeats in songs and stories Start to join in with repeats Start to join in with repeats from stories	Clap along to songs Make line patterns with own sequences Choose blocks to build roads and towers
<i>Compare quantities using language: 'more than', 'fewer than'.</i>		<i>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.</i>		<i>Notices patterns and arrange things in patterns.</i>	
AUTUMN Term 2					
Counting 1 Hear and say number names		Counting 2 Begin to order number names		Subitizing 1 I see 1, 2, 3	
Hear some number names Join in saying some number names Model saying number names in order	Practise saying number names in order Join in stable order counting forwards Join in stable order counting backwards	Model saying 1, 2 and 3 in play Copy the sequence of 1, 2 and 3 Copy fingers to represent 1, 2 and 3	Begin to count actions Say number names in order Begin to recognize that anything can be counted	Notice images in books Respond to "I see 1, 2, 3" Recognise "I see 1, 2, 3"	Copy "I see 1, 2, 3" Point to 1, 2, 3 Recognize 1, 2, 3 in well-known tales
<i>Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. 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.</i>				<i>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5.</i>	

SPRING Term 1

Pattern 2 – Join in with repeats		Shape, space and measure 2 – Explore position and space		Subitising 2 – Show me 1, 2, 3	
Join in with repeated actions in songs Join in with repeats in songs and stories Sing some refrains independently	Have a sense of daily routines Say what happens next Make arrangements in art	Respond to simple language of position Arrange blocks in a chosen position Select shapes for a space	Recognise when 2 objects are the same shape Explore and describe shapes and objects Sort shapes and objects into simple categories	Copy fingers to show 1 Copy fingers to show 2 Copy fingers to show 3	Show 1 finger when seeing 1 item in stories Show 2 or 3 fingers when seeing 2 or 3 in stories Show 1, 2, 3 on fingers when asked
<p><i>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.</i></p> <p><i>Extend and create ABAB patterns – stick, leaf, stick, leaf.</i></p> <p><i>Notice and correct an error in a repeating pattern.</i></p> <p><i>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</i></p>		<p><i>Understand position through words alone – for example, "The bag is under the table," – with no pointing.</i></p> <p><i>Describe a familiar route.</i></p> <p><i>Discuss routes and locations, using words like 'in front of' and 'behind'.</i></p>		<p><i>Recite numbers past 5.</i></p> <p><i>Say one number for each item in order: 1,2,3,4,5.</i></p> <p><i>Show 'finger numbers' up to 5.</i></p> <p><i>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</i></p>	

SPRING Term 2

Counting 3 – Move and label 1, 2, 3		Shape, space and measure 3 – Explore position and routes		Pattern 3 – Explore own first patterns	
Make actions when saying counting words Move fingers when saying counting words Count out up to 3 objects from rhymes	Notice number symbols as labels Label amounts as 1 and not 1 Label amounts as 1, 2 or 3	Explore shape resources Explore more complex inset jigsaws Talk about simple positions	Move into simple positions Move through positions Follow simple small-world routes	Explain simple pattern arrangements Make roads and bridges with intent Choose blocks to copy simple creations	Make simple line patterns with objects Make simple pattern arrangements Show an interest in patterns and shapes
<p><i>Recite numbers past 5.</i></p> <p><i>Say one number for each item in order: 1,2,3,4,5.</i></p> <p><i>Show 'finger numbers' up to 5.</i></p> <p><i>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</i></p>		<p><i>Understand position through words alone – for example, "The bag is under the table," – with no pointing.</i></p> <p><i>Describe a familiar route.</i></p> <p><i>Discuss routes and locations, using words like 'in front of' and 'behind'.</i></p>		<p><i>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.</i></p> <p><i>Extend and create ABAB patterns – stick, leaf, stick, leaf.</i></p> <p><i>Notice and correct an error in a repeating pattern.</i></p> <p><i>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</i></p>	

SUMMER Term 1

Counting 4 – Take and give 1, 2, 3	Shape, space and measure 4 – Match, talk, push and pull	Subitising 3 – Talk about dots	Comparison 2 – Compare and sort collections	Pattern 4 – Lead on own repeats	Shape, space and measure 5 – Starting to puzzle
<p>Choose a group to count Take out 2 from a group Take out 3 from a group Give others 2 items Give others 3 items Count 3 objects with one-to-one correspondence</p>	<p>Match simple shapes Push some shapes and blocks together Make simple arrangements Talk about arrangements Follow simple routes outside</p>	<p>Become familiar with dot patterns Say when there is 1 dot Say when there are 2 dots Say when there are 3 dots Recognise 1 and 2 in different arrangements</p>	<p>Notice when two collections are the same Make collections of small objects the same Make collections of large objects the same Recognise two collections are the same using large and small objects Make collections the same using large and small objects Sort and talk about their own collections</p>	<p>Join in fully with sequences and songs Sing rhymes independently Lead sequences and songs Read on in familiar repeating stories Copy art-based simple patterns Explore own line and repeating patterns in art</p>	<p>Complete shape-match puzzles Complete simple jigsaws Match objects to pictures Match objects to shadows Explore objects and small world from different positions Make simple routes in small world with lines and curves</p>
<p><i>Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. 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. Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers to 5.</i></p>	<p><i>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'. 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.</i></p>	<p><i>Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. 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.</i></p>	<p><i>Compare quantities using language: 'more than', 'fewer than'. Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5.</i></p>	<p><i>Talk about and identify 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...'</i></p>	<p><i>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'. 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.</i></p>



SUMMER Term 2

Pattern 5 – Making patterns together	Subitising 4 – Make games and actions	Counting 5 – Show me 5	Pattern 6 – My own pattern	Counting 6 – Stop at 1, 2, 3, 4, 5	Comparison 3 – Match, sort, compare
<p>Sing their own songs independently Clap in time to a beat Make and talk about movement patterns Talk about objects in patterns and arrangements Copy AB patterns with support Continue AB patterns</p>	<p>Match dot patterns Be introduced to subitising games Play subitising games Copy sets of sounds Listen to and represent sounds with fingers Look for collections of large and small amounts</p>	<p>Sing rhymes to 5 and join in with movements Move props to 5 Move props back from 5 Show fingers to Begin to count 5 objects with one-to-one correspondence Match numerals to quantities when acting out songs</p>	<p>Continue AB patterns Create their own AB patterns Notice an error in a pattern Build constructions with simple enclosures Copy simple repeated constructions Begin to sequence some events</p>	<p>Count out up to 5 objects from a larger group Explore counting to 5 in different ways Verbally count to a given number Label objects with numerals Independently show fingers to 5 Begin to make marks to represent quantities</p>	<p>Compare up to 5 different objects Compare by matching Make the same set by matching Match by type Recognise attributes of objects Begin to sort some objects by type</p>
<p><i>Talk about and identify 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...'</i></p>	<p>Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. 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. Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5.</p>		<p>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' Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.</p> <p>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...'</p>	<p>Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5.</p>	<p>Compare quantities using language: 'more than', 'fewer than'.</p>