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| **Term** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Books (not definitive)** | **Colour Monster**  **Dangerous**  **Peace at Last** | **Hallowe’en**  **Bonfire**  **Whatever Next**  **Space**  **Fr. Christmas needs a wee** | **Dear Zoo**  **Penguin**  **Chinese New Year** | **Farmer Duck**  **The Great Pet Sale**  **Rosie’s Walk**  **What the Ladybird heard** | **The Very Hungry**  **Caterpillar**  **Oliver’s vegetables** | **The Singing Mermaid**  **Tiddler**  **The Snail & the Whale**  **Clean up** |
| **Number**  **THROUGHOUT THE YEAR**  Subitising  Days of the week  Months of the year  Seasons  Sequencing | Counting songs  Finger rhymes, actions and sounds  Intro to Numicon  Everyday numbers  Intro to 5 and 10 frames | Sequencing numbers/missing  numbers  Numeral recognition  Begin to link numerals & amounts  Compare groups using language of more/less/fewer | Ordinal numbers  Counting forward and backward  One more/one less  Move or touch objects to count (1:1 correspondence) | Number bonds to 5  Money-coin recognition, making amounts with 1p and 2p  Intro to Part-Whole model  (composition of number) | Recite numbers past 5  No bonds to 5/10  Number lines | Begin to recognise numerals past 5  Recite numbers past 5  Show fingers numbers to 5  Solve real world problems with numbers up to 5 |
| **Numerical Patterns** | Pattern & Colour  Sorting colour  Identifying patterns around them  Follow simple AB action patterns | Notice & arrange simple patterns  Recognise pattern in the counting system. | Pattern recognition in different ways; music, percussion, sensory, dice, animal footprints | Pattern recognition in different ways; Replicate and begin to create own patterns | Extend and create ABAB patterns using objects and actions | Notice and correct errors in repeating patterns  Talk about the process of their pattern making |
| **Shape, Space and Measure** | Intro to 2D shapes  Compare size/weight etc using gesture & language | Explore and talk about 2D/3D shapes | Size  Weight  Height  Length | Direction  Position  Location | Symmetry  Capacity | Make comparisons relating to size/weight/length and capacity  Properties of shape using informal language |

* 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.
* 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.
* Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’.
* 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’).
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