

EYFS	Autumn Community Cam Mindful Mo	Spring Engagement Eric Independent India	Summer Perseverance Parker			
Key Skills	<p>Understanding Number Counting and naming numerals Ordering numbers; sequencing</p> <p>Shapes and Patterns Exploring and playing with symmetry Exploring repetitive patterns</p> <p>How many? Count 'How many?'; match one-to-one One more and one less, up to 12</p> <p>Time Introducing time</p>	<p>Time Introducing time</p> <p>Number and Sets Partitioning to create number bonds Recording number bonds</p> <p>Comparison and Measures Comparing lengths Comparing measures directly</p> <p>Shapes and Patterns Counting in 2s; odd/even numbers Exploring and playing with 2-D shapes</p>	<p>Understanding Number Counting and estimating Order and compare numbers</p> <p>Position and Time Where is it? Time</p> <p>Addition and Subtraction Partition to create number bonds Say the number 1 more/ less</p>	<p>Comparison and Measures Comparing weights Measuring weights</p> <p>Addition and Subtraction Count on to add Count back to subtract</p> <p>Shapes Explore and play with 3-D shapes</p> <p>Money and Coins Coin recognition Money role play</p>	<p>Understanding Number Teen numbers: 10 and some more Exploring 100, count in 10's</p> <p>Comparing and Measuring Measuring outside</p> <p>Addition and Subtraction Equivalence Bonds to 10</p>	<p>Shapes and Sorting Talking about shapes Sorting</p> <p>Clever Counting Counting on; 1 more/ less Clever counting</p> <p>Time Telling the time</p> <p>Patterns Doubling and halving Fractions</p> <p>Number Games</p>
Maths Super powers	<p>Conjecture: Children describe what they notice. They suggest what will come next in a pattern or when counting. They fill in missing numbers or complete symmetrical patterns.</p> <p>Convince: Children begin to explain why they think an answer is correct or incorrect. They share how they know. They explain why they think that is the next in a pattern.</p> <p>Organising: Children order numbers and objects by size, shape and/or colour. They put things that are the same together and recognise when things are different. They begin to group numbers in twos to count.</p> <p>Classifying: Children identify odd and even numbers, sort shapes with the same properties and identify lines of symmetry. They explain why they have organised in a certain way.</p> <p>Imagine: Children are given a range of concrete objects and pictorial images to support their learning.</p> <p>Express: Children answer questions from an adult about their answers. They select their own resources to support them. They make their own marks to help them solve problems.</p> <p>Specialise: Children are guided by an adult to explore maths in a systematic way. They complete Maths activities either independently or with support. They explore the Maths activities in the role play area and in the outdoor areas.</p>					
Possible Activities and Context	<ul style="list-style-type: none"> Counting objects/small toys, counters and blocks. Numicon to recognise numbers and their structure Early bar models with objects placed in bar model formation. Pictures using shapes. Repeating patterns with counting objects. Games Own mark marking 					

	<ul style="list-style-type: none"> • Comparing objects and ordering them. • Using and explaining own criteria to sort • Counting along with objects/numicon/numicon number lines/ other visual number lines. • Filling ten frames with objects to count to 10. • Emptying ten frames to count back from ten. • Watching number blocks episodes alongside NCETM teaching materials - https://www.ncetm.org.uk/resources/520607 • Explore each number to ten in detail by representing in different ways and finding it in context e.g. three – tricycles, three legged stools, three little pigs story, families of 3, what happens at 3 o'clock, what can children who are 3 do, coming third in a race, 3 actions in a pattern, 3p, • Explore what ten is using Numicon, Hungarian number pictures and ten frames. • Counting past ten – use ten frames to show ten and then some more. • Singing counting songs. • Role play. • Bead threading. • Putting out equipment, snacks etc. • Using a large floor number line. • Having numbered seats at lunch time and a limited number allowed on certain activities. • Number boxes – What's in the 3 box today? • Using blocks and making frozen 3D shapes. • Modelling with 3D shapes and boxes/containers. • NRICH problems • Daily counting stick practise. • Number recognition using dot cards, dominoes, dots in different formations, buttons sewn on cards, stampers on paper. • Discuss pairings of dots e.g. formation of six as two, two and two but also as four and two. • Explore different arrangements and formations. Use counters to move around practically. • Speed recognition of numicon and other representations. • Use Hungarian Number Pictures. • Races with toys and each other. • Lining up in order. • Butterfly and insect patterns and pictures. • Using mirrors. • Symmetry in dot patterns and numicon – sort. Exploring odd and even and counting in twos. • Using balance scales and other ways of measuring. • Link ten frames to hundred squares. • Sorting and counting – socks into pairs, muffins in a muffin tray, eggs in an egg box. • Following directions in PE. • Using the BeeBots. • Rulers as number lines. • Numicon number tracks and Cusinaire rods.
Key Vocabulary	<p>Number, Count, forwards, backwards, more, less, higher, lower, another, next, numerals, order, biggest, smallest, bigger, smaller, circle, square, triangle, repeating, partition, group, sort, add, subtract, length, longer, shorter, height, taller, shorter, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, Pennies, Pence, minute, organising.</p>

	<p>First, second, third, fourth, fifth, last, lots, a few, some, same, different, weight, cube, cuboid, sphere, hours, January, February, March, April, May, June, July, August, September, October, November, December, capacity, diagonal, difference, hexagon, line of symmetry, octagon, ordinal number, rectangle, sum, symmetrical, tally, conjecture, convince, corners, edges, odd, even, cylinder, cone, pyramid, left, right, face,</p>
<p>Possible books to support teaching.</p>	<ul style="list-style-type: none"> • One by Kathrine Otoshi, • Two by Katherine Otoshi, • Two is for Twins by Wendy Cheyette Lewison, • Pink Tiara Cookies for Three by Maria Dismonday, • Filthy Franny and the Four Faery Fleas by M.W. Penn, • 5 little ducks by Denise Fleming, • ten little dinosaurs by Mike Brownlow, • Ten tiny Tadpoles by Debbie Tarbett, • Handa’s surprise by Eileen Brown, • Pattern bugs by Trudy Harris, • Love Triangle by Marcie Colleen. • Crash, Boom by Robert H Harris, • Monster Math by Anne Miranda, • The Bakers dozen by Dan Andreason, • Peg and Cat the race car problem by Jennifer Oxley, • Have you seen may Dragon by Steve Light, • 10 little rubber duckies by Eric Carle, • Henry the Forth by Stuart J Murphy, • The deductive detective by Brian Rock, • Ship shapes by Stella Blackstone, • Ants rule – the long and the short of it by Bob Barner. • One is a snail and ten is a crab by April Pulley Sayre, • 100 hungry monkeys by Masayuki Sebe, • 100 days of cool by Stuart J Murphy, • Alien Even and Alien Odd by Kathleen L Stone, • The greatest gymnast of all by Stuart J Murphy, • Senefer by Beatrice Lumpkin, • Everyone can learn Math by Alice Aspinall.