

- All 4-5 years AREs from new EYFS curriculum are covered and learning outcomes for Number and Calculations are revisited and consolidated, including opportunities for 'Reasoning, Problem-Solving and Applying'.
- From the start of the Autumn Term through to Spring 2, maths is heavily-weighted with 'Number' and 'Composition' skills with a clear focus on a number per week in order to build a solid foundation for the deeper understanding of numbers to ten. Thereafter, there will be a balance of compositional skills along with numerical patterns, shapes and measures.
- From Spring 2, each week will begin with a number focus teach in order to embed further the composition of numbers to their maximum extent through recognition, counting, ordering and subitising. This will also be reinforced through OMS each day and will thus provide a secure grounding in terms of understanding what a number/amount comprises of and recognising appropriate number bonds.

	W1	W2	W3	W4	W5	W6	W7
<b>AUTUMN 1</b>	*Baseline (Statutory)	*Baseline (Statutory)	Baseline (In House)	OMS: Counting rhymes to 5  <u>Zero</u> Introduce Zero through Ten Town (song and story) Show zero on fingers Form zero in different media using ten town rhyme Show images of number in the environment – on phone, remote, clock, scales, doors, car reg etc. Identify number in environment e.g. number hunt Represent number in others ways e.g. empty, nothing	OMS: Counting rhymes to 5  <u>One</u> Introduce one through Ten Town (song and story) Show one on fingers Form one in different media using ten town rhyme Show images of number in the environment – on phone, remote, clock, scales, doors, car reg etc. Identify number in environment e.g. number hunt Represent number in others ways e.g. on a 10s grid, on a clock, objects, cube towers, numicon, coins, dice, dominoes, playdough, shape (circle) Compare to previous numbers taught – number line, amounts, one more and less Composition of number	OMS: Counting rhymes to 5  <u>Two</u> Introduce two through Ten Town (song and story) Show two on fingers Form two in different media using ten town rhyme Show images of number in the environment – on phone, remote, clock, scales, doors, car reg etc. Identify number in environment e.g. number hunt Represent number in others ways e.g. on a 10s grid, on a clock, objects, cube towers, numicon, coins, dice, dominoes, playdough, shape (semi-circle) Compare to previous numbers taught – number line, amounts, one more and less Composition of number	OMS: Counting rhymes to 5  <u>Three</u> Introduce three through Ten Town (song and story) Show three on fingers Form three in different media using ten town rhyme Show images of number in the environment – on phone, remote, clock, scales, doors, car reg etc. Identify number in environment e.g. number hunt Represent number in others ways e.g. on a 10s grid, on a clock, objects, cube towers, numicon, coins, dice, dominoes, playdough, shape (triangle) Compare to previous numbers taught – number line, amounts, one more and less Composition of number

	W1	W2	W3	W4	W5	W6	W7
AUTUMN 2	OMS: Subitising to 3  <u>Four</u>	OMS: Subitising to 3  <u>Five</u>	OMS: Subitising to 5  <u>Number bonds to 5</u>	OMS: Subitising to 5  <u>Consolidation to 5</u>	OMS: Number bonds to 5  <u>Six</u>	OMS: Number bonds to 5  <u>Seven</u>	OMS: Composition to 6  <u>Consolidation Week</u>
	<p>Introduce four through Ten Town (song and story) Show four on fingers Form four in different media using ten town rhyme Show images of number in the environment – on phone, remote, clock, scales, doors, car reg etc. Identify number in environment e.g. number hunt Represent number in others ways e.g. on a 10s grid, on a clock, objects, cube towers, numicon, coins, dice, dominoes, playdough, shape (square, rectangle) Compare to previous numbers taught – number line, amounts, one more and less Composition of number</p>	<p>Introduce five through Ten Town (song and story) Show five on fingers Form five in different media using ten town rhyme Show images of number in the environment – on phone, remote, clock, scales, doors, car reg etc. Identify number in environment e.g. number hunt Represent number in others ways e.g. on a 10s grid, on a clock, objects, cube towers, numicon, coins, dice, dominoes, playdough, shape (pentagon) Compare to previous numbers taught – number line, amounts, one more and less Composition of number</p>	<p>4-5: Explore the composition of numbers up to 5.  4-5: Automatically recall numbers bonds 0-5.</p>	<p>4-5 Count objects, actions and sounds.  4-5 Link the number symbol (numeral) with its cardinal number value.  4-5 Compare numbers. (vocab of more, less, equal)  4-5 Understand the 'one more than/one less than' relationship between consecutive numbers.  4-5 Explore the composition of numbers to 5.  4-5 Automatically recall number bonds for numbers 0-5.</p>	<p>Introduce six through Ten Town (song and story) Show six on fingers Form six in different media using ten town rhyme Show images of number in the environment – on phone, remote, clock, scales, doors, car reg etc. Identify number in environment e.g. number hunt Represent number in others ways e.g. on a 10s grid, on a clock, objects, cube towers, numicon, coins, dice, dominoes, playdough, shape (hexagon) Compare to previous numbers taught – number line, amounts, one more and less Composition of number</p>	<p>Introduce seven through Ten Town (song and story) Show seven on fingers Form seven in different media using ten town rhyme Show images of number in the environment – on phone, remote, clock, scales, doors, car reg etc. Identify number in environment e.g. number hunt Represent number in others ways e.g. on a 10s grid, on a clock, objects, cube towers, numicon, coins, dice, dominoes, playdough, Compare to previous numbers taught – number line, amounts, one more and less Composition of number</p>	<p>4-5 Count objects, actions and sounds.  4-5 Link the number symbol (numeral) with its cardinal number value.  4-5 Compare numbers. (vocab of more, less, equal)  4-5 Understand the 'one more than/one less than' relationship between consecutive numbers.  4-5 Explore the composition of numbers to 7.</p>



	W1	W2	W3	W4	W5	W6	W7
<b>SPRING 2</b>	<p>OMS: Comparing quantities to 10 ELG: Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p><u>Recognising/Properties 2D Shapes</u></p> <p>4-5: Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p><b>One day a week recapping numbers to ten</b> <b>Differentiate to needs of pupils</b> ELG: Have a deep understanding of number to 10, including the composition of each number.</p>	<p>OMS: Comparing quantities to 10 ELG: Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p><u>Recognising/Properties 3D Shapes</u> <u>Nets</u></p> <p>4-5: Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>4-5: Compose and decompose shapes 4so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p><b>One day a week recapping numbers to ten</b> <b>Differentiate to needs of pupils</b> ELG: Have a deep understanding of number to 10, including the composition of each number.</p>	<p>OMS: Addition to 10 ELG: Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> <p><u>Repeating Patterns/Colours and Shapes</u></p> <p>4-5: Continue, copy and create repeating patterns.</p> <p><b>One day a week recapping numbers to ten</b> <b>Differentiate to needs of pupils</b> ELG: Have a deep understanding of number to 10, including the composition of each number.</p>	<p>OMS: Subtraction to 10 ELG: Have a deep understanding of number to 10, including the composition of each number.</p> <p><u>Consolidation of shape and pattern</u></p> <p>4-5: Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>4-5: Compose and decompose shapes 4so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>4-5: Continue, copy and create repeating patterns.</p> <p><b>One day a week recapping numbers to ten</b> <b>Differentiate to needs of pupils</b> ELG: Have a deep understanding of number to 10, including the composition of each number.</p>	<p>OMS: Count beyond 10 (up to 20) 4-5: Count beyond 10</p> <p><u>Addition &amp; subtraction to 10</u> <u>(Practical/Formal)</u></p> <p>4-5: Explore the composition of numbers up to 10.</p> <p><b>One day a week recapping numbers to ten</b> <b>Differentiate to needs of pupils</b> ELG: Have a deep understanding of number to 10, including the composition of each number.</p>	<p>OMS: Count beyond 10 (up to 20) 4-5: Count beyond 10</p> <p><u>Doubling</u></p> <p>4-5: Explore the composition of numbers up to 10.</p> <p>ELG: Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> <p><b>One day a week recapping numbers to ten</b> <b>Differentiate to needs of pupils</b> ELG: Have a deep understanding of number to 10, including the composition of each number.</p>	<b>N/A</b>



