



Term	Week	Objectives	Development Matters	
Autumn 1	1	Recognise the colour red	EAD 3 – 4 Year Olds: Explore colour and colour mixing	
		Recognise the colour blue		
		Recognise the colour yellow		
	2	Recognise the colour green		
		Recognise the colour purple		
		Recognise colour <i>Children recap the colours they have already learnt and explore other colours. They talk about their favourite colours and match objects to the correct colour name.</i>		
	3	Recognise matching buttons – or something of a similar size. Children can identify shape and colour	3 – 4 Year Olds: Make comparisons between objects relating to size Complete inset puzzles Compare sizes using gestures and language: 'bigger/little/small'	
		Recognise matching shoes – or something similar that can be matched as a pair		
		Recognise and create matching towers <i>Children match up towers of blocks that are made up of the same colours in the same order.</i>		
	4	Match number shapes <i>Children identify matching Numicon shapes and begin to identify how they have the same number of holes.</i>		Talk about and explore 2D shapes using informal and mathematical language sides, corners, straight, flat.
		Match the same size Sort objects, like counting bears, by creating groups of objects that are the same size		
		Match prints <i>Children match prints that are the same shape, even though they might be different colours.</i>		
		Sort by size		
		3 – 4 Year Olds:		



	5	<p>Children sort objects, like counting bears, by creating groups of objects that are the same size.</p> <p>Sort by colour Children sort objects that are 2 or 3 different colours</p>	<p>Make comparisons between objects relating to size.</p> <p>Complete inset puzzles. Compare sizes using gestures and language: 'bigger/little/small.'</p>
		<p>Sort by shape Children sort objects, like buttons, by creating groups of objects that are the same shape.</p>	
		<p>Sorting – What do you notice? Children talk about what the notice about the objects that have been grouped by an adult.</p>	
		<p>Sorting – Guess My Rule Children are asked to identify how groups of objects have been sorted by identifying the similarities between the objects. They then sort objects based on their own criteria.</p>	
Autumn 2	1	<p>Number 1 –Subitising Children learn to recognise when there is 1 object in a set and how to show 1 on their fingers.</p>	<p>3 – 4 Year Olds: Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). 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 Show 'finger numbers' up to 5. Reception Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5</p>
		<p>Number 1 – Counting Children practise counting 1 object by touching them and saying '1'.</p>	
		<p>Number 1 – Numeral Matching Children are introduced to the numeral 1 and match the numeral to amounts that show 1.</p>	
	2	<p>Number 2 – Subitising Dice Patterns Children will learn to recognise 2 dots, like they see on a dice, without counting them.</p>	
		<p>Number 2 – Subitising Different Patterns Children will continue to recognise 2 objects without counting, this time in different arrangements</p>	
		<p>Number 2 – Subitising Different Sizes and Patterns Children will learn to recognise when there are 2 dots, even if they are different sizes.</p>	
	3	<p>Number 2 – Counting – Say One Number for Each Item Children practise counting 2 objects by touching them or pointing to them as they '1...2'.</p>	
		<p>Number 2 – Link Numeral and Amounts Children are introduced to the numeral 2 and link the numeral to amounts that show 2.</p>	
		<p>Number 2 – Link Numeral and Amounts Children look at different fonts and images of number 2 and match them to the correct amount</p>	



	4	Children describe AB patterns from 2 different colours and predict what will come next in the pattern. Extend AB Patterns – Outdoor Objects Children explore creating, describing and continuing AB patterns with natural objects Extend AB Patterns – Movement In this lesson, children will continue AB patterns using movement of their body.	Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern.
	5	Outdoor ABC Patterns Children explore creating, describing and continuing ABC patterns with natural objects	
	6	Consolidation	

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Spring 1	1	Subitising 3	3 – 4 Year Olds: Develop fast recognition of up to 3 objects, without having to count them individually ('subitising')
		Subitising 3 –Different Patterns	
		Subitising 3 Children will learn to recognise when there are 3 dots, even if they are different sizes.	
	2	Counting to 3 Children focus on counting 3 objects.	
		Numeral 3 Children are introduced to what the numeral 3 looks like and learn what it represents. Continue to subitise and count to three	
		Composition of 3 Children are introduced to the idea that numbers are made up of smaller numbers and they will begin to explore what smaller numbers the number 3 is composed of.	
		Recognise triangles Children learn that triangles are 2-D shapes that have 3 sides. They are asked to identify triangles by counting their sides.	
	3	Counting 4 Children focus on counting 4 objects.	3 – 4 Year Olds: Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small
		Numeral 4 Children are introduced to what the numeral 4 looks like and match the numeral 4 to the quantity.	
Recognise squares and rectangles			



		Children learn that squares and rectangles are 2-D shapes that have 4 sides. They are asked to identify them by counting their sides.	<p>set of objects tells you how many there are in total ('cardinal principle').</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Experiment with their own symbols and marks as well as numerals. 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'</p>	
	4	<p>Composition of 4 Children will continue to explore how numbers are composed of smaller numbers. In this lesson, they will explore what numbers make up the number 4, <i>by moving frogs between a log and a pond.</i></p> <p>Composition of 4 Children will continue to explore how numbers are composed of smaller numbers. In this lesson, they will explore what numbers make up the number 4, <i>by moving frogs exploring spots on a ladybird.</i></p> <p>Composition of 4 Children will continue to explore how numbers are composed of smaller numbers. <i>In this lesson, they will explore what numbers make up the number 4, by throwing 4 beanbags at a hoop.</i></p>		
	5	<p>Counting 5 Children focus on counting 5 objects</p> <p>Numeral 5 Children are introduced to what the numeral 5 looks like and match the numeral 5 to the quantity.</p> <p>Recognise pentagons Children learn that pentagons are 2-D shapes that have 5 sides. They are asked to identify them by counting their sides.</p>		
		6		<p>Composition of 5 Children could explore the composition of 5 using numicon</p> <p>Composition of 5 Children explore fitting pieces of Numicon inside a number 5 'house' shape.</p> <p>Composition of 5 Provide children with variation – e.g. 2 different coloured spots on an object</p>

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Spring g2	1	Consolidation – Subitising Subitise counters on a 5 frame and objects arranged in dice patterns. Then, show the matching amount on your fingers	3 – 4 Year Olds Recite numbers past 5.
		Consolidation – Counting Count the toys in Crocodiles toybox	



	Consolidation – Numerals Children see the numerals in different contexts and identify which number they represent.	<p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>3 – 4 Year Olds Make comparisons between objects relating to size, length, weight and capacity.</p>
2	<p>Counting 6 Children practise counting 6 objects with 1:1 correspondence.</p> <p>Counting 6 Children continue to practise counting 6 objects with 1:1 correspondence, in the context of pennies</p> <p>Counting 6 Ten Frame Children are introduced to a ten frame and learn how 6 objects can be arranged on a ten frame.</p>	
	<p>Tall and Short Children compare the height of different objects using the word tall or short.</p> <p>Long or Short Children compare the length of different objects using the word long or short</p> <p>Tall / Long or Short Children compare the height or length of different objects using the words long or tall and short.</p>	
	<p>Mass – Introducing Balance Scales Children are introduced to balance scales. They explore what happens when they put different objects in them. They hear the words heavier and lighter.</p> <p>Mass - Lighter Children use the balance scales to investigate which objects are lighter</p> <p>Mass – Heavier or Lighter Children use the balance scales again but this time they say which object is heavier and which is lighter.</p>	
5	<p>Capacity – Full or Empty Children explore containers that are full or empty, both practically and pictorially.</p> <p>Capacity – Nearly Full or Nearly Empty Children explore containers that are nearly full or nearly empty</p> <p>Capacity – Comparing Containers Children compare the capacity of different containers by directly pouring from one to the other.</p>	
	<p>Consolidation – Length Children say which objects are longer or taller and shorter.</p> <p>Consolidation – Mass Children say which objects are heavier and which are lighter.</p>	



		Consolidation Capacity Children compare the capacity of different containers
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Summer 1	1	Sequencing Children sequence pictures from a nursery rhyme.	3 – 4 Year Olds: Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'	
		Sequencing Children sequence pictures from their daily routine.		
		Sequencing Children sequence pictures from a familiar story.		
	2	Position - On and Under Children place an object on or under a chair, a table etc.		3 – 4 Year Olds: Understand position through words alone for example, "The bag is under the table," with no pointing
		Position – In and Out Children explore whether an object is in or out of a basket, bag etc		
		Position – In Front or Behind Children explore whether the gingerbread man is in front of or behind different animals		
	3	Comparing Groups – More Than Children look at two sets of objects and say which set has more.	3 – 4 Year Olds: 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'	
		Comparing Groups – Fewer Than Children look at two sets of objects and say which set has fewer.		
		Comparing Groups – More Than and Fewer Than Children look at two sets of objects and identify which set has more and which set has fewer.		
	4	2-D Shapes - Circles Children learn to identify circles and they begin to learn some properties of a circle.		
		2-D Shapes – Triangles Children learn to recognise triangles and begin to learn some of the properties of a triangle		
		2-D Shapes - Rectangles Children learn to recognise rectangles. They learn that a square is a special rectangle. They learn some of the properties of a rectangle.		



	5	3-D Shapes – Cubes and Cuboids Children identify cubes and cuboids and begin to talk about some of their properties.	
		3-D Shapes - Cylinders Children learn to recognise cylinders and begin to talk about some of their properties.	
		3-D Shapes - Spheres Children learn to recognise spheres and begin to talk about some of their properties.	
	6	Consolidation – Sequencing Children put familiar events in the correct order.	
		Consolidation - Position Children recap the vocabulary on, under, in, out, in front of and behind.	
		Consolidation – More or Fewer Children compare two sets of objects and say which has more and which has fewer.	

Term	Week	Objectives	Development Matters
Summer 2	1	Composition of 3 Children explore the different pairs of numbers that make up number 3	3 – 4 Year Olds: 3 – 4 Year Olds: Explore the composition of numbers to 10
		Composition of 4 Children explore the different pairs of numbers that make up number 4.	
		Number Composition Children recap the different pairs of numbers that make up 3, 4 or 5.	
	2	What Comes After? Children explore jumping along the number line to find what comes after.	3 – 4 Year Olds: Recite numbers past 5.
		What Comes After? Children count along the number track and fill in the missing number by identifying the number that comes after the numbers they know	
		What Comes After? Children sequence numerals to 5 by identifying what comes after each number.	
	3	What Comes Before? Children jump back along a number track to find the number that comes before a given number	
		What Comes Before? Children identify the missing number on a number track by identifying what number comes before a given number	
		What Comes Before?	



		Children sequence numerals by counting backwards along a number line and identifying what comes before.		
	4	<p>Numbers to 5 Children count how many objects there are in a set and identify if there are enough of each object for everyone.</p> <p>Numbers to 5 Children work out what number is represented by different counting cards and then sequence them.</p> <p>Numbers to 5 Children complete mazes by working their way through the numerals in the correct order.</p>	<p>3 – 4 Year Olds: Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5</p> <p>Solve real-world mathematical problems with numbers up to 5</p>	
		<p>Consolidation – Shape Patterns Children describe patterns made up of 2-D and 3-D shape</p> <p>Consolidation – More or Fewer Children identify which has more and which has fewer out of two sets of objects.</p>		
		<p>Consolidation – What Comes Before or After? Children use a number line to help them identify what comes before or after a given number up to 5.</p> <p>Consolidation – Composition Children explore the composition of number 5, through the song '5 Green Bottles</p>		
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