

	1	2	3	4	5	6	7	8	9	10	11	12
Autumn	Early mathematical experiences			Pattern and early number		Numbers within 5				Addition and subtraction with 5		
Spring	Numbers within 10			Addition and subtraction within 10			Shape, sorting and pattern		Numbers within 15		Addition and subtraction within 15	
Summer	Grouping and sharing		Numbers within 20		Addition and subtraction within 20		Doubling and halving		Measure		Money	Numbers beyond 20

Priorities:

- Counting; comparing and composition
- Concrete resources first and foremost
- Commutative law ($4+2$ or $2+4$) and associative law ($4+5 = 7+2$)
- 5 counting principles
- Subitising
- Cardinality and ordinality
- Begin introducing notation at a time appropriate (shouldn't form as a barrier to mathematical understanding), using numerals to represent the abstract of the concrete
- Opportunities for games outside the lesson and classroom
- Discrete bar model to display relationships with number
- Introduce pictorial once learning is secure with concrete.

	1	2	3	4	5	6	7	8	9	10	11	12			
Autumn	<ul style="list-style-type: none"> Classifying objects based on one attribute (shape, colour, size, position) Matching equal and unequal sets Comparing objects and sets Ordering objects and sets Stable-order principle verbally 			<ul style="list-style-type: none"> Recognise, describe, copy and extend colour and size patterns Count and represent the numbers 1 to 3 (one-to-one principle & abstraction principle) Estimate and check by counting 			<ul style="list-style-type: none"> Count up to 5 objects, starting from different numbers, forwards and backwards (one-to-one principle & abstraction principle) One more & one fewer Explore zero Order numbers Compare quantities to 5 Cardinality Order-irrelevance principle Subitise to 5 			<ul style="list-style-type: none"> Explore adding and subtracting within 5 (each number) Aggregation (2 and 3, together make 5) Augmentation (2 and 1 give 3 more) Commutativity Patterns within number (e.g. doubling and halving 1 and 2) 					
Spring	<ul style="list-style-type: none"> Count up to 10 objects starting from different numbers, forwards and backwards (one-to-one principle & abstraction principle) One more & one fewer, one greater & one less Order numbers Compare quantities to 10 Cardinality Quantity set Order-irrelevance principle Subitise to 5, then add on 			<ul style="list-style-type: none"> Recap zero Explore adding and subtracting within 10 (each number) Commutativity Aggregation (2 and 3, together make 5) Augmentation (2 and 1 give 3 more) Patterns within number (e.g. doubling and halving (3, 4 & 5)) Discrete bar model 			<ul style="list-style-type: none"> Describe and sort 3-D shapes Describe position accurately Describe and sort 2-D & 3-D shapes Recognise complete and create patterns 			<ul style="list-style-type: none"> Count up to 15 objects starting from different numbers, forwards and backwards (one-to-one principle & abstraction principle) one/two more & one/two fewer, one/two greater & one/two less Order numbers Compare quantities to 15 Cardinality Quantity set Order-irrelevance principle Subitise to 5, then add on 			<ul style="list-style-type: none"> Explore adding and subtracting within 15 (each number) Commutativity Aggregation (2 and 3, together make 5) Augmentation (2 and 1 give 3 more) Patterns within number (e.g. doubling and halving (6 & 7)) Discrete bar model 		
Summer	<ul style="list-style-type: none"> Counting and sharing in equal groups Odd and even - counting in jumps of 2s Grouping into fives and tens Relationship between grouping (partitioning a number) and sharing (division) Discrete bar model 		<ul style="list-style-type: none"> Count up to 20 objects starting from different numbers, forwards and backwards (one-to-one principle & abstraction principle) One/two more & one/two fewer, one greater & one less Order numbers Compare quantities to 20 Cardinality Quantity set Order-irrelevance principle 		<ul style="list-style-type: none"> Explore adding and subtracting within 20 (each number) Commutativity Aggregation (2 and 3, together make 5) Augmentation (2 and 1 give 3 more) Patterns within number (e.g. doubling and 		<ul style="list-style-type: none"> Doubling and halving (1, 2, 3, 4, 5, 6, 7, 8, 9, 10) Relationship between them 		<ul style="list-style-type: none"> Describe capacities Compare volumes Compare weights Estimate, compare and order lengths 		<ul style="list-style-type: none"> Coin recognition and values Combinations to total 20p Change form 10p 		<ul style="list-style-type: none"> Numbers beyond 20 Count up to 20 objects starting from different numbers, forwards and backwards (one-to-one principle & abstraction principle) one/two more & one/two fewer, one/two greater & one/two less Cardinality Quantity set Order-irrelevance principle 		

		• Subitise to 5, then add on	halving 8, 9 & 10)				
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Autumn 1 - Overview			Reception		
Weeks	Monday	Tuesday	Wednesday	Thursday	Friday
1	•Classifying objects based on one attribute (size)	•Classifying objects based on one attribute (colour)	•Classifying objects based on one attribute (shape)	•Classifying objects based on one attribute (position)	• Matching equal and unequal sets
2	•Matching equal and unequal sets	•Comparing objects and sets	•Comparing objects and sets	•Comparing objects and sets	Gap fill
3	•Ordering objects and sets (forwards)	•Ordering objects and sets (forwards, from another direction: vertical, horizontal and circular)	•Ordering objects and sets (backwards)	•Ordering objects and sets (backwards from another direction: vertical, horizontal and circular)	Mini quiz - gap fill
4	•Recognise colour and size patterns	•Recognise and describe colour and size patterns	•Recognise, describe, copy colour and size patterns	•Recognise, describe, copy and extend colour and size patterns	Gap fill
5	•Count and represent the numbers 1 to 3 (one-to-one principle and stable-order "string")	•Count and represent the numbers 1 to 3 (one-to-one principle and stable-order "chain")	•Count and represent the numbers 1 to 3 (one-to-one principle, stable-order "chain", abstract principle)	•Count and represent the numbers 1 to 3 (one-to-one principle, stable-order "breakable chain", abstract principle)	Gap fill
6	•Count and represent the numbers 1 to 3 (objects) (one-to-one principle, stable-order "numerable chain", abstract principle)	•Count and represent the numbers 1 to 3 (objects) (one-to-one principle, stable-order "numerable chain", abstract principle)	•Count and represent the numbers 1 to 3 (objects) (one-to-one principle, stable-order "bi-directional chain", abstract principle)	•Count and represent the numbers 1 to 3 (objects) (one-to-one principle, stable-order "bi-directional chain", abstract principle)	Mini quiz - gap fill

Autumn 2 - Overview			Reception		
Weeks	Monday	Tuesday	Wednesday	Thursday	Friday
1	<ul style="list-style-type: none"> Count up to 4 objects and counters (introduce 5 frames), starting from different numbers, forwards and backwards (stable-order principle, one-to-one principle & cardinal principle) 	<ul style="list-style-type: none"> Count up to 4 objects and counters (introduce 5 frames), starting from different numbers, forwards and backwards (stable-order principle, one-to-one principle & abstraction principle) 	<ul style="list-style-type: none"> Count up to 5 objects and counters (introduce 5 frames), starting from different numbers, forwards and backwards (stable-order principle, one-to-one principle & cardinal principle) 	<ul style="list-style-type: none"> Count up to 5 objects and counters (introduce 5 frames), starting from different numbers, forwards and backwards (stable-order principle, one-to-one principle & abstraction principle) 	Gap fill - order irrelevance principle
2	<ul style="list-style-type: none"> How many - cardinal principle 	<ul style="list-style-type: none"> One more, one fewer than a given number 1 - 5 	<ul style="list-style-type: none"> Explore zero 	<ul style="list-style-type: none"> One more, one fewer than a given number 0 - 5 	Gap fill
3	Compare quantities - snap with dots, dominoes (building perceptual subitise)	Compare quantities - which is greater than (building perceptual subitise)	Compare quantities - which is less than (building perceptual subitise)	Gap fill	Mini quiz - gap fill
4	<ul style="list-style-type: none"> Explore adding within 3 (each number) - aggregation 	<ul style="list-style-type: none"> Explore adding within 5 (each number) - aggregation 	<ul style="list-style-type: none"> Explore subtracting within 3 (each number) 	<ul style="list-style-type: none"> Explore subtracting within 5 (each number) 	Gap fill
5	<ul style="list-style-type: none"> Explore adding within 3 (each number) - augmentation 	<ul style="list-style-type: none"> Explore adding within 5 (each number) - augmentation 	<ul style="list-style-type: none"> Explore subtracting within 3 (each number) - augmentation 	<ul style="list-style-type: none"> Explore subtracting within 5 (each number) - augmentation 	Gap fill
6	<ul style="list-style-type: none"> Commutativity - pattern 	<ul style="list-style-type: none"> Commutativity - pattern 	<ul style="list-style-type: none"> Commutativity - 	<ul style="list-style-type: none"> Commutativity - pattern 	Mini quiz - gap fill

	recognition(e.g. 2+3 is the same as 3 + 2) BONDS TO 3	recognition(e.g. 2+3 is the same as 3 + 2) BONDS TO 4	pattern recognition(e.g. 2+3 is the same as 3 + 2) BONDS TO 5	recognition(e.g. 2+3 is the same as 3 + 2) BONDS TO 5	
7	•Patterns within number doubling and halving 1 and 2)	•Patterns within number (e.g. doubling and halving 1 and 2)	Gap Fill	Gap Fill	Gap Fill

Spring 1 - Overview			Reception		
Weeks	Monday	Tuesday	Wednesday	Thursday	Friday
1	•Introduce and represent number 6	• Count up to 6 objects and counters (introduce 10 frames), starting from different numbers, forwards and backwards (stable-order principle, one-to-one principle, cardinal principle)	<ul style="list-style-type: none"> • Make and break 6 - Number bonds to 6 Commutativity - pattern recognition(e.g. 5+2 is the same as 3 + 4)	<ul style="list-style-type: none"> • Make and break 6 - Number bonds to 6 Commutativity - pattern recognition(e.g. 5+2 is the same as 3 + 4)	Gap fill
2	•Introduce and represent number 7	• Count up to 7 objects and counters (introduce 10 frames), starting from different numbers, forwards and backwards (stable-order principle, one-to-one principle, cardinal principle)	<ul style="list-style-type: none"> • Make and break 7 - Number bonds to 7 Commutativity - pattern recognition(e.g. 5+2 is the same as 3 + 4)	<ul style="list-style-type: none"> • Make and break 7 - Number bonds to 7 Commutativity - pattern recognition(e.g. 5+2 is the same as 3 + 4)	Gap fill
3	•Introduce and represent number 8	• Count up to 8 objects and counters (introduce 10 frames), starting from different numbers,	<ul style="list-style-type: none"> • Make and break 8 - Number bonds to 8 Commutativity - pattern	<ul style="list-style-type: none"> • Make and break 8 - Number bonds to 8 Commutativity - pattern	Gap fill

		forwards and backwards (stable-order principle, one-to-one principle, cardinal principle)	recognition(e.g. 5+2 is the same as 3 + 4)	recognition(e.g. 5+2 is the same as 3 + 4)	
4	<ul style="list-style-type: none"> Introduce and represent number 9 	<ul style="list-style-type: none"> Count up to 9 objects and counters (introduce 10 frames), starting from different numbers, forwards and backwards (stable-order principle, one-to-one principle, cardinal principle) 	<ul style="list-style-type: none"> Make and break 9 - Number bonds to 9 <p>Commutativity - pattern recognition(e.g. 5+2 is the same as 3 + 4)</p>	<ul style="list-style-type: none"> Make and break 9 - Number bonds to 9 <p>Commutativity - pattern recognition(e.g. 5+2 is the same as 3 + 4)</p>	Gap fill
5	<ul style="list-style-type: none"> Introduce and represent number 10 	<ul style="list-style-type: none"> Count up to 10 objects and counters (introduce 10 frames), starting from different numbers, forwards and backwards (stable-order principle, one-to-one principle, cardinal principle) 	<ul style="list-style-type: none"> Make and break 10 - Number bonds to 10 <p>Commutativity - pattern recognition(e.g. 5+2 is the same as 3 + 4)</p>	<ul style="list-style-type: none"> Make and break 10 - Number bonds to 10 <p>Commutativity - pattern recognition(e.g. 5+2 is the same as 3 + 4)</p>	Gap fill
6	<ul style="list-style-type: none"> One more/ one greater, one less/ fewer than a given number 0 - 10 	<ul style="list-style-type: none"> One more/ one greater, one less/ fewer than a given number 0 - 10 	Compare quantities - snap with dots, dominoes (building perceptual subitise)	Compare quantities - which is greater and less than (building conceptual subitise, with 5, count on to another number)	Quantity sets - an object represents 5 (link to prior use of ten frame), count on to another number)

Spring 2 - Overview			Reception		
Weeks	Monday	Tuesday	Wednesday	Thursday	Friday
1	<ul style="list-style-type: none"> Explore adding within 10 (5-9) - (knowledge of 	<ul style="list-style-type: none"> Explore adding within 10 (0-10) (each number) - 	<ul style="list-style-type: none"> Explore subtracting within 10 (subtracting 5 (link to 	<ul style="list-style-type: none"> Explore subtracting within 10 (each number) 	Gap fill

	subitise 5, then add on) aggregation <ul style="list-style-type: none"> • Add 0 as well • Discrete bar model 	aggregation <ul style="list-style-type: none"> • Add 0 as well • Discrete bar model 	subitise) from a given number between 5-9) (each number) <ul style="list-style-type: none"> • Subtract 0 as well • Discrete bar model 	<ul style="list-style-type: none"> • Subtract 0 as well • Discrete bar model 	
2	<ul style="list-style-type: none"> • Explore adding within 10 (5-9) - augmentation (knowledge of subitise 5, then add on) • Discrete bar model 	<ul style="list-style-type: none"> • Explore adding within 10 (0-10) (each number) - augmentation • Discrete bar model 	<ul style="list-style-type: none"> • Explore subtracting within 10 (subtracting 5 (link to subitise) from a given number between 5-9) (each number) • Discrete bar model 	<ul style="list-style-type: none"> • Explore subtracting within 10 (each number) • Discrete bar model 	Gap fill
3	<ul style="list-style-type: none"> • Patterns within number doubling (3, 4 and 5) 	<ul style="list-style-type: none"> • Patterns within number doubling (3, 4 and 5) 	<ul style="list-style-type: none"> • Sharing into equal groups (halving) 	<ul style="list-style-type: none"> • Sharing into equal groups (halving) 	Mini quiz - gap fill
4	Odd and Even numbers	Odd and even numbers	<ul style="list-style-type: none"> • Counting in equal groups - grouping in 2s (links to even) 	<ul style="list-style-type: none"> • Counting in equal groups - grouping in 2s (links to even) 	Gap Fill
5	<ul style="list-style-type: none"> • Recognise 3-D shapes 	<ul style="list-style-type: none"> • Sort 3-D shapes 	<ul style="list-style-type: none"> • Recognise 2-D shapes 	<ul style="list-style-type: none"> • Sort 2-D shapes 	Recognise and sort 2-D (separately from) and 3-D shapes
6	<ul style="list-style-type: none"> • Describe position accurately (right and up) 	<ul style="list-style-type: none"> • Describe position accurately (left and down) 	<ul style="list-style-type: none"> • Complete patterns (shapes e.g. square, square, triangles; square, square ...) 	<ul style="list-style-type: none"> • Create patterns (shapes) 	Mini quiz - gap fill

Summer 1 - Overview			Reception		
Weeks	Monday	Tuesday	Wednesday	Thursday	Friday
1	<ul style="list-style-type: none"> Count up to 11 objects and counters (introduce 10 frames, subitise from 5), starting from different numbers, forwards and backwards (stable-order principle, one-to-one principle, cardinal principle) 	<ul style="list-style-type: none"> Count up to 11 objects and counters (introduce 10 frames, subitise from 5), starting from different numbers, forwards and backwards (stable-order principle, one-to-one principle, cardinal principle) 	<ul style="list-style-type: none"> Count up to 12 objects and counters (introduce 10 frames, subitise from 5), starting from different numbers, forwards and backwards (stable-order principle, one-to-one principle, cardinal principle) 	<ul style="list-style-type: none"> Count up to 12 objects and counters (introduce 10 frames, subitise from 5), starting from different numbers, forwards and backwards (stable-order principle, one-to-one principle, cardinal principle) 	Gap Fill
2	<ul style="list-style-type: none"> Count up to 13 objects and counters (introduce etymology of 'teen' that this means "10 more", therefore thirteen is "10 more than 3) (introduce 10 frames, subitise from 5), starting from different 	<ul style="list-style-type: none"> Count up to 13 objects and counters (introduce etymology of 'teen' that this means "10 more", therefore thirteen is "10 more than 3) (introduce 10 frames, subitise from 5), starting from different 	<ul style="list-style-type: none"> Count up to 14 objects and counters (introduce 10 frames, subitise from 5), starting from different numbers, forwards and backwards (stable-order principle, one-to-one 	<ul style="list-style-type: none"> Count up to 14 objects and counters (introduce 10 frames, subitise from 5), starting from different numbers, forwards and backwards (stable-order principle, one-to-one 	Gap fill

	numbers, forwards and backwards (stable-order principle, one-to-one principle, cardinal principle)	numbers, forwards and backwards (stable-order principle, one-to-one principle, cardinal principle)	principle, cardinal principle)	principle, cardinal principle)	
3	<ul style="list-style-type: none"> Count up to 15 objects and counters (introduce 10 frames), starting from different numbers, forwards and backwards (stable-order principle, one-to-one principle, cardinal principle) 	<ul style="list-style-type: none"> Count up to 15 objects and counters (introduce 10 frames), starting from different numbers, forwards and backwards (stable-order principle, one-to-one principle, cardinal principle) 	<ul style="list-style-type: none"> One more/ one greater, one less/ fewer than a given number 6 - 15 two more/ two greater, two less/ fewer than a given number 6 - 15 	<ul style="list-style-type: none"> One more/ one greater, one less/ fewer than a given number 6 - 15 two more/ two greater, two less/ fewer than a given number 6 - 15 	Gap fill - Odd and even
4	<ul style="list-style-type: none"> Quantity set (introduce an object to represent 10 - link to 5p to represent 5, and 10p to represent 10 afterwards) 	<ul style="list-style-type: none"> Quantity set (introduce an object to represent 10 - link to 5p to represent 5, and 10p to represent 10 afterwards) 	<ul style="list-style-type: none"> Odd and Even to 15 	Mini quiz - gap fill	Gap fill
5	<ul style="list-style-type: none"> Explore adding within 12 (5-12) - across ten Add 0 Discrete bar model 	<ul style="list-style-type: none"> Explore subtracting within 12 (5-12) - across ten Subtract 0 Discrete bar model 	<ul style="list-style-type: none"> Explore adding within 15 (each number between 10 - 15) Add 0 Discrete bar model 	<ul style="list-style-type: none"> Explore subtracting within 15 (each number between 10-15) Subtract 0 Discrete bar model 	Gap fill
6	<ul style="list-style-type: none"> Explore adding within 15 (each 	<ul style="list-style-type: none"> Explore subtracting within 15 (each 	<ul style="list-style-type: none"> Explore adding within 15 (each 	<ul style="list-style-type: none"> Explore subtracting within 15 (each 	Mini quiz - gap fill

	number between 5 - 15) <ul style="list-style-type: none"> Discrete bar model 	number between 5-15) <ul style="list-style-type: none"> Discrete bar model 	number between 0 - 15) <ul style="list-style-type: none"> Doubling 6 & 7 Discrete bar model 	number between 0-15) <ul style="list-style-type: none"> Halving 12 & 14 Discrete bar model 	
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Summer 2 - Overview			Reception		
Weeks	Monday	Tuesday	Wednesday	Thursday	Friday
1	Use language of length to describe and compare objects (e.g. <i>tall, short, long, wide, narrow, near, far</i> and associated comparative and superlative adjectives)	Use manipulatives to make non-standard measurements (e.g. hands, cubes, blocks) <ul style="list-style-type: none"> Order lengths based on... 	<ul style="list-style-type: none"> Use language of mass to describe and compare objects (e.g. <i>heavy, light</i> and associated comparative and superlative adjectives) 	Use manipulatives and balances to make non-standard measurements (e.g. cubes) <ul style="list-style-type: none"> Order weights based on... 	Gap fill
2	<ul style="list-style-type: none"> Use language of capacity to describe 	Use manipulatives to make non-standard	<ul style="list-style-type: none"> Estimating lengths - which is longer? 	<ul style="list-style-type: none"> Time - Before, after - sequencing events 	Mini quiz - gap fill

	containers (e.g. <i>full, nearly full, half full, nearly empty, empty, tall, thin, narrow, wide, shallow</i>) and to compare which objects have greater or lesser capacity (e.g. <i>holds more, holds less</i>)	measurements (e.g. jugs of water, puddles, sink basins) <ul style="list-style-type: none"> Order capacities based on... 	Which is shorter? <ul style="list-style-type: none"> Estimating weights - which is heavier, which is lighter? 	within a day.	
3	<ul style="list-style-type: none"> Coin recognition and values (1ps, 2ps, 5ps, 10ps, 20ps, 50ps and £1) 	<ul style="list-style-type: none"> Recap quantity sets (5p, 10p and 20p) Create combinations to 20p 	<ul style="list-style-type: none"> Recap quantity sets (5p, 10p and 20p) Create combinations to 20p using 5p + 10p plus 5 lots of 1ps 	<ul style="list-style-type: none"> Change from 10p using 1ps, 2ps and 5ps 	Mini quiz - gap fill
4	<ul style="list-style-type: none"> Count up to 16 objects and counters (introduce 10 frames, subitise from 5), starting from different numbers, forwards and backwards (stable-order principle, one-to-one principle, cardinal principle) 	<ul style="list-style-type: none"> Count up to 17 objects and counters (introduce 10 frames, subitise from 5), starting from different numbers, forwards and backwards (stable-order principle, one-to-one principle, cardinal principle) 	<ul style="list-style-type: none"> Count up to 18 objects and counters (introduce 10 frames, subitise from 5), starting from different numbers, forwards and backwards (stable-order principle, one-to-one principle, cardinal principle) 	<ul style="list-style-type: none"> Count up to 19 objects and counters (introduce 10 frames, subitise from 5), starting from different numbers, forwards and backwards (stable-order principle, one-to-one principle, cardinal principle) 	Gap fill
5	<ul style="list-style-type: none"> One more/ one greater, one less/ fewer than a given number 10-20 	<ul style="list-style-type: none"> Count up to 20 objects and counters (introduce 10 frames), starting 	<ul style="list-style-type: none"> One more/ one greater, one less/ fewer than a given number 8 - 20 	<ul style="list-style-type: none"> Quantity set (introduce an object to represent 10 - link to 5p to 	Mini quiz - gap fill

		from different numbers, forwards and backwards (stable-order principle, one-to-one principle, cardinal principle)	<ul style="list-style-type: none"> two more/ two greater, two less/ fewer than a given number 8 - 15 	represent 5, and 10p to represent 10 afterwards) Link to 20p, and subtracting objects worth 5p or 10p, what object would be left?	
	Doubling 1, 2, 3, 4, 5	Doubling 6, 7, 8, 9, 10	<ul style="list-style-type: none"> Halving 2, 4, 6, 8, 10 Relationships between this and doubling 	<ul style="list-style-type: none"> Halving 12, 14, 16, 18, 20 Relationships between this and doubling 	Gap fill