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| **Term** | **Weekly Focus** | **Colourblocks and Numberblocks Episodes** | **Development Matters (2021) Objective Coverage** | **Assessment** |
| **Autumn 1** | Week 1 – Nursery Visits  Week 2 – home visits  Week 3 – settling sessions  Week 4 - Colour  Week 5 - Colour  Week 6 – Matching  Week 7 - Matching | **Colourblocks Series**  Week 4 -Episodes 1,2,3  Week 5 - Episode 6, 8, 12  Week 6 – Episode 4, 5, Song - 5 little speckled frogs  Week 7 - Episode 7, 11, 13 | **3-4 years old:**   * Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. * Make comparisons between objects relating to size, length, weight and capacity. * Compare quantities using language: ‘more than’, ‘fewer than’. | Recognising colours.  Matching objects that are the same.  Sorting objects by colour, shape, size |
| **Autumn 2** | Week 1 - Sorting  Week 2 – Sorting  Week 3 – Number 1  Week 4 – Number 2 and subitising  Week 5 – Number 2  Week 6 – Pattern  Week 7 – Consolidation | **Numberblocks Series 1:**  Week 1 – Episode 9, 10, 15  Week 2 - How to count  Week 3 - One  Week 4 - Another One  Week 5 - Two  Week 6 – colourblocks 14  Week 7 – **song** 5 Zoom Zoom Zoom | **3-4 years old:**   * Talk about and identify 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. * Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’). * 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. * Compare quantities using language: ‘more than’, ‘fewer than’. | Reciting Numbers  Counting small groups of objects 1:1  Recognising up to 3 objects without counting them.  Creating and continuing patterns.  Understand the last number counted is the total in the group. |
| **Spring 1** | Week 1 – Pattern  Week 2 – Number 3,  Subitising  Week 3 – Number 3  Week 4 - Number 4  Week 5 – Number 4  Week 6 – Number 5 | **Numberblocks Series 1:**  Week 1 - Series 3 Pattern Palace  Week 2 - Three  Week 3 - 1, 2, 3  Week 4 – Four  Week 5 - Three Little Pigs  Week 6 – Off We Go | **3-4 years old:**   * Develop 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 fingers. * 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’. | Hold up the correct number of fingers when asked.  Offer a given number of objects when asked.  Link numerals and amounts to 3  Use marks to represent objects |
| **Spring 2** | Week 1 – Number 5  Week 2 – Number 6  Week 3 – Height and length  Week 4 – Mass  Week 5 – Capacity  Week 6 - Consolidation | **Numberblocks**  Week 1 - Five  Week 2- Series 2: Six  Week 3 – series 1 Stampolines  Week 4 – series 1 Terrible Twos  Week 5 – **song** – 5 little boats  Week 6 – series 1 Hide and Seek | **3-4 years old:**   * Develop 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 * Experiment with their own symbols and marks as well as numerals. * Solve real world mathematical problems with numbers up to 5. * Make comparisons between objects, relating to size, length, weight and capacity. | Counts larger groups of objects accurately, saying 1 number for each object.  Knows the last number is the total in the set.  Compare and describe differences between objects using appropriate language about size, weight, height etc. |
| **Summer 1** | Week 1 – More/Fewer  Week 2 – One More  Week 3 – One Less  Week 4 – 2D Shape  Week 5 – 3D Shape  Week 6 – Consolidation | **Numberblocks**  Week 1 – **song** – Who has more? And Passengers on the bus  Week 2 – Just add 1  Week 3 – Holes  Week 4 – Series 3 Flatland  Week 5 – Series 3 Once upon a Time  Week 6 – series 1 The Whole of me | **3-4 years old:**   * 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. * 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. | Say who has more/less  Say the number 1 more or less than a given number.  Recognise 2and3D shapes using language to describe them. |
| **Summer 2** | Week 1 – Number composition  Week 2 – Night and Day  Week 3 – Positional language  Week 4 - Positional language  Week 5 – Consolidation  Week 6 – Consolidation  Week 7 - Consolidation | **Numberblocks**  Week 1 - Series 3 Numberblocks express  Week 2 – Series 3 Fruit Salad  Week 3 – series 3 Zero  Week 4 - Blockzilla  Week 5 – **song** Scoop a scoop.  Week 6 – **song** Lets all draw numbers  Week 7 – **Song** Hen House Hop | **3-4 years old:**   * Experiment with their own symbols and marks as well as numerals. * Solve real world mathematical problems with numbers up to 5. * Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ * 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’. | Explain the position of an object…next to, under, behind.  Use marks and numerals to represent quantities.  Be able to split an amount in different ways. |