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| **Term**  | **Weekly Focus** | **Colourblocks and Numberblocks Episodes** | **Development Matters (2021) Objective Coverage** | **Assessment** |
| **Autumn 1** | Week 1 – Nursery VisitsWeek 2 – home visitsWeek 3 – settling sessionsWeek 4 - Colour Week 5 - ColourWeek 6 – MatchingWeek 7 - Matching | **Colourblocks Series** Week 4 -Episodes 1,2,3Week 5 - Episode 6, 8, 12Week 6 – Episode 4, 5, Song - 5 little speckled frogsWeek 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 – PatternWeek 7 – Consolidation | **Numberblocks Series 1:**Week 1 – Episode 9, 10, 15Week 2 - How to count Week 3 - OneWeek 4 - Another OneWeek 5 - TwoWeek 6 – colourblocks 14Week 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 NumbersCounting small groups of objects 1:1Recognising 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 – PatternWeek 2 – Number 3, Subitising Week 3 – Number 3 Week 4 - Number 4 Week 5 – Number 4Week 6 – Number 5  | **Numberblocks Series 1:**Week 1 - Series 3 Pattern PalaceWeek 2 - ThreeWeek 3 - 1, 2, 3Week 4 – FourWeek 5 - Three Little PigsWeek 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 3Use marks to represent objects |
| **Spring 2** | Week 1 – Number 5Week 2 – Number 6 Week 3 – Height and length  Week 4 – Mass Week 5 – Capacity Week 6 - Consolidation  | **Numberblocks** Week 1 - FiveWeek 2- Series 2: SixWeek 3 – series 1 StampolinesWeek 4 – series 1 Terrible TwosWeek 5 – **song** – 5 little boatsWeek 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 busWeek 2 – Just add 1Week 3 – HolesWeek 4 – Series 3 FlatlandWeek 5 – Series 3 Once upon a TimeWeek 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/lessSay 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 – ConsolidationWeek 6 – Consolidation Week 7 - Consolidation  | **Numberblocks**Week 1 - Series 3 Numberblocks expressWeek 2 – Series 3 Fruit SaladWeek 3 – series 3 ZeroWeek 4 - BlockzillaWeek 5 – **song** Scoop a scoop.Week 6 – **song** Lets all draw numbersWeek 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. |