



Reception children will be assessed against the ELG in Summer 2.

ELG
<p><b>Number</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Have a deep understanding of number to 10, including the composition of each number;</li> <li>- Subitise (recognise quantities without counting) up to 5;</li> <li>- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul> <p><b>Numerical Patterns</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Verbally count beyond 20, recognising the pattern of the counting system;</li> <li>- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</li> <li>- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>

This is a spiral curriculum where children will develop a deep understanding of numbers from 0 to 10. Our approach is based on developing the children's fluency with regard to each number and therefore, many of the activities are repeated.

For every number the children will know the following:-

- That the cardinal value of a number refers to the quantity, or 'howmanyness' of things it represents
- How to use manipulatives to support them when composing numbers.
- That one number can be made up from (composed from) two or more smaller numbers – here we will begin to introduce the vocabulary associated with addition
- How to partition numbers into two small groups
- That numbers can be partitioned into more than two groups
- That comparing numbers involves knowing which numbers are worth more or less than/ fewer than each other or equal to – vocabulary associated with adding and subtracting will be introduced e.g. add, take away
- How to spot patterns within numbers such as doubles, one more than a given number e.g. there are two dots and one more that makes three.
- Later on will they will represent composition with a number sentence – use the symbols +, - and =

**Patterns**

- Patterns can be made with objects like coloured cubes, small toys, buttons and keys, and with outdoor materials
- Describe, continue and produce an AB, ABC and ABBC pattern
- Spot and create patterns in a range of contexts
- Explain what an even and odd number is
- Explain what double facts are
- Spot if quantities have been distributed equally.

**Shape, Space and Measure**

- Describe properties of shape including the amount of sides and corners.
- Recognise shapes in standard and non-standard forms by their properties

**Measures**

- How to compare different aspects such as length, weight and volume, as a preliminary to using units to compare later e.g. know when an object is longer than another

\*Numberblocks clips and resources will be used to support the teaching of each number

Vocabulary	General	Place Value	Four operations	Fractions	Geometry and position	Measure
<p>Black vocab – N+R Green vocab – Rec</p>	<p>sort part whole model five frame tens frame counting beads counters</p>	<p>concrete objects count digit partition zero greater than less than number more than Fewer equal (to) forwards backwards tens ones  order Number name Numbers Subitise</p>	<p>same double equal to equals facts number bond share add less fewer subtract take away total altogether</p>	<p>share whole part half</p>	<p>Pattern Repeating pattern Shapes 2D shape 3D shapes Side Corner Face edge  circle circular cone cube cuboid cylinder line pattern rectangle square triangle</p>	<p>hour length measure pound (money) penny minute time  Tallest Shortest Big Small Weight Heaviest Lightest Longest Length Days of the week Money Coins</p>

Autumn 1

Autumn 1									
Baseline	Number 1			Number 2					
Linked text	The gingerbread man One Bear at Bedtime Rosie's Walk Each Peach Pear Plum Song Hickory Dickory Dock One finger one thumb keep moving			Two Frogs Simon's Sock Enhancement in the provision - children to play two player games e.g. bat and ball - link to the Number Blocks number 2 episode e.g. why is number one sad - he wanted someone to play with Play snap and matching pairs					
Daily counting up to and back from 10 and then 20 - ongoing  Counting is built into everyday routines such as register time, tidying up, lining up or counting out pieces of fruit at snack time.  Children will have access to a range of jigsaws throughout the year which will increase in complexity as the year progresses.	Composition	Shape and Space	Measures	Cardinality and composition	Comparison	Composition	Pattern	Shape and space	Measures
	Watch the Number blocks episode - One Wonderful World. Children to go on a hunt for things related to the number one Children to identify what they have one of e.g. one nose, one mouth. Children to play bunny ears to represent 1 Children to explore ways of representing one on a five frame.	Children to complete the circle activity - find the correct circle shaped lid and match it to the picture Teach the children about the properties of a sphere - one curved face Art link: Kandinsky art work	Children to pay 1p for their snack  Does one cup of water fill any of the containers? Children to make predictions based on whether one cup will fill any of them, Set 1 o'clock - discuss what the children do at this time e.g. funky fingers.  1 <sup>st</sup> day of the week - Monday 1 <sup>st</sup> month of the year - January 1 <sup>st</sup> in a race.	Children to create their own domino cards showing two Represent two on a five frame - explore ways of doing this - how many empty spaces are there Play bunny ears - show me one and two Play two not two Children to compare quantities on one and two objects - which has more which has less Children to identify what they have two of e.g. two eyes, ears, hands etc.	One more than one is two  One less than two is one	Add one to one what do they notice?- what is the total Children to explore ways of making 2p - 1p add 1p Double 1 = 2	Show children pictures of AB patterns - children to predict what they think comes next. Spot the mistake in an AB pattern Children to create AB patterns Children to match pairs of socks	Show the children the cone again explain that it has 2 faces	Set 2 o'clock - discuss what the children do at this time Does one cup of water fill any of the containers? Children to make predictions based on whether one cup will fill any of them, 2p coin  2 <sup>nd</sup> day of the week - Tuesday 2 <sup>nd</sup> month of the year - February 2 <sup>nd</sup> in a race.

Autumn 2

Number 3 (consolidation of numbers 1-3)						Number 0					
Three billy goats gruff Goldilocks and the Three Bears The Three Little Pigs						None the number					
Cardinalit y and compositi on	Comparis on	Compositi on	Pattern	Shape and space	Measures	Cardinalit y and compositi on	Comparis on	Compositi on	Pattern	Shape and space	Measures
Children to count out the corresponding number of objects and put them into the corresponding numbered pot Play three not three Children to compare quantities on one and two, three objects – which has more which has less	Three or not three Children to make their own cards which show 1,2,3 Using the dot plates children to put them into order One more and one less patterns up to three using multi-link cubes	Dot cards 1,2 or 3 in different arrangements . Children to match the different arrangements to numbers 1,2 or 3. Children to explore different ways of representing 3 multilink cubes –what arrangements can they make? Explore ways of making 3 Explore ways of making 3p Play spills the beans with coloured counters	Continue an ABC pattern Spot the mistake ABC pattern	Explore the properties of a triangle – look at a variety of different triangles. Cylinder – 3 faces Children to print with the flat faces of 3D shapes Using ropes, planks, sticks can they make a circle/ triangle?	Explore ways of making 3p. Children to use measuring cups to make play-dough 1,2,3 cups. Set 3 o'clock – what do we do at this time?  3 <sup>rd</sup> day of the week - Wednesday 3 <sup>rd</sup> month of the year - March	Can you make a dot card to represent 0? Can you show zero using bunny ears?	Use tic tac boxes with zero-three objects inside. Ask the children to estimate how many objects are inside.	Does adding zero change the total?	Continue to reinforce ABAB patterns and ABC patterns.	Model comparative language using 'than' and encourage children to use this vocabulary. For example: "This is heavier than that." Ask children to make and test predictions. "What if we pour the jugful into the teapot? Which holds more?" (ongoing)	Focus on full/ half full/ empty – use water/ sand.

Autumn 2

Spring 1

Number 4						Number 5					
<p>A Bear in a Square Room on the broom How many seeds in a pumpkin? Witches four Pete the cat and his four groovy buttons Washing line</p> <p>Leave out games in the provision linked to four e.g. Connect four, Hungry Hippos (four player game)</p>						<p>Kipper's Birthday 5 Currant Buns 5 Little Monkeys 5 Speckled Frogs 5 Little Men in a Flying Saucer Five senses</p> <p>Enhancements- linked to birthdays/ candles/ cakes/ cards to order Numberblocks – series 1 episode 11 stampolines</p>					
Cardinality and composition	Comparison	Composition	Pattern	Shape and space	Measures	Cardinality and composition	Comparison	Composition	Pattern	Shape and space	Measures
<p>Children to count out the corresponding number of objects and put them into the corresponding numbered pot up to 4. Children to compare quantities on one and two, three, four objects – which has more which has less Arrange four on a five frame. How many spaces are left? Hanging clothes on the washing line linked to the text Washing Line – children to count their items as they peg them on. Count forwards and backwards to four. Bunny ears Children to create dominoes/ dot cards with four spots. Look at different arrangements. Learning trajectories – subitising game up to four.</p>	<p>Four or not four Children to make their own cards which show 1,2,3 Using the dot plates children to put them into order One more and one less patterns up to three using multi-link cubes Children to sort vehicles with 2,3,4 wheels into the correct parking bay. Sort animals – those with two legs and those with four.</p>	<p>Explore ways of making four - draw children's attention to doubling Explore ways of making 4p. Look at arrangements of four – does yours look the same as mine? Number snap – snap a stack of four cubes at different places hide the different amounts of cubes that have been snapped off. How many are hidden? Play spills the beans with coloured counters</p>	<p>Explore ABB patterns. Children to continue a ABB pattern and then move onto children creating their own. Spot the mistake.</p>	<p>Children to explore what shapes they can make using four matchsticks/ straws/ multilink cubes. Look at the way in which the number 4 number block changes from a tower into a square. Explore the properties of a square/ rectangle. Printing with a cube and cuboid. Shape hunt – how many squares/ rectangles can you find? Children to explore what shapes they can make using triangles, squares and rectangles.</p>	<p>Set 4 o'clock What do you do at this time? 4p</p>	<p>Link to five fingers and five toes. Can we count to five using our fingers?  Learning trajectories – subitising game up to five.  Represent five on a five frame – what do they notice? Subitising splat – using representations of five. Children to make and count out five currant buns.</p>	<p>Feely bag – have different arrangements of cubes can the children find a five shape without looking? Can they find a four shape with out looking? How do they know? Children to make a staircase using the multi-link to represent numbers to five. What do they notice. Use the Cuisenaire Rods can they work out the value of each one up to five. How do they know? Children to order cards up to five – remove cards how do they know which one is missing? Play five or not five</p>	<p>Explore the shapes that the children can make with five multi-link cubes. Number snap – snap a stack of six cubes at different places hide the different amounts of cubes that have been snapped off. How many are hidden? Create a tally chart to keep a record of scores when playing games and doing class surveys. Play spills the beans with coloured counters</p>	<p>Explore the properties of a pentagon. A star has five points.</p>	<p>5p coin – how is it different to a 1p and 2p coin? Discuss the fact that although it is smaller than both of these coins it is worth more.  Set 5 o'clock What do you do at this time? 5p</p>	

Spring 1

Spring 2

Number 6						Number 7					
Six Dinner Sid Non fiction minibeast texts Design your own mini beast Teach children that six is half a dozen Go on a mini-beast hunt						Snow White and the Seven Dwarves 7 days of the week song 7 continents – continents song 7 colours of the rainbow – children to create their own rainbows					
Cardinality and composition	Comparison	Composition	Pattern	Shape and space	Measures	Cardinality and composition	Comparison	Composition	Pattern	Shape and space	Measures
Can you make six using our fingers? How many are up and how many are down? Children to make insects with six legs. Arrange six on a ten frame. How many spaces are left? Can you arrange six on a five frame? Why not? Count forwards and backwards to six. Bunny ears Children to create dominoes/ dot cards with six spots. Look at different arrangements. After reading Six Dinner Sid children to design the street that Sid lives on and order the doors of each of the houses.	Six or not six One more and one less patterns up to six using multi-link cubes Children to sort minibeast - insects and not insects.	Explore ways of making six - draw children's attention to doubling Explore ways of making 6p. Look at arrangements of six – does yours look the same as mine? Play spill the beans with coloured counters	Explore ABBC patterns. Children to continue an ABBC pattern and then move onto children creating their own. Spot the mistake.	Explore the properties of a cube – dice. Six faces.	Set 6 o'clock What do you do at this time? 6p  6 <sup>th</sup> day of the week – Saturday 6 <sup>th</sup> month - June	Can you make seven using our fingers? How many are up and how many are down? Represent seven on a ten frame – what do they notice?	Play seven or not seven. Children to order number cards and numicon tiles up to seven. Remove cards and numicon tiles. Children to discuss how they know which one has been removed.	Explore the shapes that the children can make with seven multi-link cubes. Play spill the beans with coloured counters		Tanagrams – what can they make using the seven shapes – challenge cards.  What shapes can the children make with seven matchsticks?	5p coin – how is it different to a 1p and 2p coin? Discuss the fact that although it is smaller than both of these coins it is worth more.  Set 7 o'clock What do you do at this time? 7p  7 <sup>th</sup> day of the week – Sunday 7 <sup>th</sup> month - July

Spring 2						Summer 1					
Number 8						Number 9					
Spinderella Agghh Spider Eight planets in the solar system song						Hanada's Surprise Nine Naughty Kittens					
Cardinality and composition	Comparison	Composition	Pattern	Shape and space	Measures	Cardinality and composition	Comparison	Composition	Pattern	Shape and space	Measures
Can you make eight using our fingers? How many are up and how many are down? Children to make spiders/ octopus with eight legs/ tentacles. Arrange eight on a ten frame. How many spaces are left? Count forwards and backwards to eight. Bunny ears Children to create dominoes/ dot cards with eight spots. Look at different arrangements.	Eight or not eight One more and one less patterns up to eight using multi-link cubes Children to sort minibeasts – arachnids and not arachnids.	Explore ways of making eight - draw children's attention to doubling Explore ways of making 8p. Look at arrangements of eight – does yours look the same as mine? Children to arrange different compositions of 6, 7 and 8. What do they notice? Children to create their own dominoes up to 8. Children to explore ways of making 8p. Play spill the beans with coloured counters		Explore the properties of an octagon	Set 8 o'clock What do you do at this time? 8p  8 <sup>th</sup> month - August	Can you make nine using our fingers? How many are up and how many are down? Represent nine on a ten frame – what do they notice?	Play nine or not nine. Children to order number cards and numicon tiles up to nine. Remove cards and numicon tiles. Children to discuss how they know which one has been removed.	Explore the shapes that the children can make with seven multi-link cubes. Play spill the beans with coloured counters		Reinforce the properties of the shapes that have already been taught.	Set 9 o'clock What do you do at this time? 9p  9 <sup>th</sup> month - September

Spring 1

Summer 2

Number 10						Numbers 1- 10					
Ten little ... collection Song: 10 fat sausages 10 Green Bottles						Continue to sing nursery rhymes and the texts linked to each number.					
Cardinality and composition	Comparison	Composition	Pattern	Shape and space	Measures	Cardinality and composition	Comparison	Composition	Pattern	Shape and space	Measures
Can you make ten using our fingers? Arrange ten on a ten frame. What do they notice? Count forwards and backwards to ten. Bunny ears Children to create dominoes/ dot cards with ten spots. Look at different arrangements.	Ten or not ten One more and one less patterns up to ten using multi-link cubes.	Explore ways of making ten - draw children's attention to doubling Explore ways of making 10p. Look at arrangements of ten – does yours look the same as mine? Children to arrange different compositions of 10. What do they notice? Children to create their own dominoes up to 10. Children to explore ways of making 10p. Play ten green bottles Play spills the beans with coloured counters	AABBC patterns Children to continue an AABBC pattern and then move onto children creating their own. Spot the mistake.	Shape reinforcement – properties of shapes covered so far. Give the children ten matchsticks what shapes can they make.	Set 10 o'clock What do you do at this time? 10p  10 <sup>th</sup> month – October	Children to count on and back from 10. Focus on taking away – bus activity –first there were five children on the bus and one child got off. How many are left? Pass it on dice game. Race to zero game. How many did I add/ take away game. Pirate treasure game. Continue to explore ways of representing numbers from 1-10 on a ten frame.	Focus on comparing numbers up to 10. Focus on odd and evens, doubles and halves. Reinforce one more/ one less than. Children to identify when amounts are the same.	Children to continue to explore ways of making numbers from 1-10. Focus on developing children's recall of double facts and number bonds from 1-5.	Continue to focus on AABBC patterns.  Children to design their own wrapping paper	Reinforce the properties of shapes taught. Children to go on a shape hunt to look for shapes that they have learnt about this year. Using square tiles – children to explore how many different squares/ rectangles they can build. Using the pattern blocks, how many different triangles can they make?	Children will have kept a timeline of what they do at specific times – children to organise these events use the language of before, then, after, next etc.