

## St John Vianney EYFS Curriculum Map – Reception Class 2024-2025

The following plan outlines the topics in each half term. These topics may be adapted to suit children’s interests and ‘mini topics’ may be included to further encourage children and support them with their next steps.

	Autumn			Spring			Summer		
RE Topics	Myself	Welcome	Birthday	Celebrating	Gathering	Growing	Good News	Friends	Our World
	God knows and loves each one	Baptism; a welcome to God’s family	Looking forward to Jesus’ birthday	People celebrate in Church	The parish family gathers to celebrate Eucharist	Looking forward to Easter	Passing on the Good news of Jesus	Friends of Jesus	God’s wonderful world
Special days to celebrate	First day at school Class toy’s birthday	Bonfire Night Remembrance, Diwali, Hannukah, Advent, Christmas	Chinese New Year - cooking Pancake Tuesday, Ash Wednesday, Lent, World book day	Easter Eid al-Fitr Mother’s Day	Father’s Day School Trip	Eid al-Adha Sports day			
General Topics	Amazing Me	Celebrations	Brilliant Books	It’s Spring	Journeys	Out and About			
Role Play – in /outdoors	Home Corner,	Post Office, hospital	Bakery, builders, vets, castle	Garden centre, farm shop	Airport, police station, Train, bus	Café, camping			
Core Books	<ul style="list-style-type: none"> <li>Anna Hibiscus’ Song – Atinuke</li> <li>The Great Big Book of Families - Mary Hoffmann</li> <li>We’re going to a Birthday Party – Martha Mumford</li> <li>Anna Hibiscus’ Song – Atinuke</li> <li>15 things not to do with a baby – Margaret Mc Allister</li> <li>Tusk Trouble – Jane Clark</li> </ul>	<ul style="list-style-type: none"> <li>Leafman - Lois Ehlert</li> <li>Funny bones – Janet and Allan Ahlberg</li> <li>Wow! It’s Night-time – Tim Hopgood</li> <li>(Non-fiction) Diwali – Nancy Dickmann</li> <li>Peace at Last – Jill Murphy</li> <li>Stickman – Julia Donaldson</li> <li>The Christmas story.</li> </ul>	<ul style="list-style-type: none"> <li>The Elves and the shoemaker – Traditional tale</li> <li>The Three Billy Goat’s Gruff – Traditional Tale – Paul Galdone</li> <li>A Royal Lullabyhullabaloo – Mick Inkpen</li> <li>Lulu gats a cat – Anna Mc Quinn</li> <li>Dragon Dance – Joan Holub</li> </ul>	<ul style="list-style-type: none"> <li>Busy Spring by Sean Taylor</li> <li>Oliver’s Vegetables by Vivian French</li> <li>Errol’s Garden – Gillian Hibbs</li> <li>Non-Fiction – From Egg to Chicken</li> <li>The Little Red Hen – Traditional Tale</li> <li>The Easter Story</li> </ul>	<ul style="list-style-type: none"> <li>All aboard for the Bobo Road – Christopher Corr</li> <li>The Little Red train to the rescue – Benedict Blathwayt</li> <li>Mr Gumpy’s Outing John Burningham</li> <li>We’re going on a Lion Hunt – David Axtell</li> <li>Astro Girl – Ken Wilson-Max</li> </ul>	<ul style="list-style-type: none"> <li>Mad about Mini Beasts – Giles Andreae</li> <li>Superworm – Julia Donaldson</li> <li>Snail Trail – Ruth Brown</li> <li>The boy who lost his bumble – Trudie Esberger</li> <li>(non-Fiction) 10 Things I can do to save my world – Melanie Walsh</li> <li>What a Wonderful World – Bob Theile</li> </ul>			
Prime Areas									
Personal, Social & Emotional Development	<ul style="list-style-type: none"> <li>Name games</li> <li>Turn taking</li> <li>Circle time (sharing, being kind)</li> <li>Trying new things</li> <li>Likes and dislikes</li> <li>Recognising feelings</li> <li>Mindfulness activities</li> <li>Zones of Regulation</li> </ul>	<ul style="list-style-type: none"> <li>Firework safety</li> <li>Being afraid – dark</li> <li>Being part of a group, family, community</li> <li>Keeping safe out and about</li> <li>Sharing celebrations</li> <li>Kindness elves</li> <li>Self-Giving</li> </ul>	<ul style="list-style-type: none"> <li>Being helpful</li> <li>Being kind</li> <li>Taking care of pets</li> <li>Feeling lucky</li> <li>Feeling included</li> <li>Looking different</li> <li>Sharing with friends</li> <li>Working co-operatively.</li> <li>Equality</li> </ul>	<ul style="list-style-type: none"> <li>Teamwork</li> <li>Working hard</li> <li>Being patient</li> <li>Making new friends</li> <li>Sharing</li> <li>Appreciating friends</li> <li>Finding joy in everyday things</li> <li>Making Lent promises</li> </ul>	<ul style="list-style-type: none"> <li>Being helpful</li> <li>Playing and working co-operatively</li> <li>Self-regulation of behaviour</li> <li>Keeping safe</li> <li>Being brave</li> </ul>	<ul style="list-style-type: none"> <li>Respecting and caring for living things</li> <li>Working as a team</li> <li>Solving problems</li> <li>Self-regulation of behaviour</li> <li>Feeling appreciative</li> </ul>			
Physical Development	<ul style="list-style-type: none"> <li>Becoming independent</li> <li>Healthy habits -handwashing, tooth brushing, sleep, diet</li> <li>Scissor control</li> <li>Using tape dispenser</li> <li>Using runny glue</li> <li>Folding paper</li> <li>Name writing</li> <li>Letter formation</li> </ul> <p>PE Unit 1 – Beanbags Balancing, aim, throw, catch,</p> <p>Outdoor area – climbing , transporting, building, digging, using games apparatus</p>	<ul style="list-style-type: none"> <li>Loose parts play</li> <li>Threading</li> <li>Clay manipulation</li> <li>Hedgehog spikes game</li> <li>Wrapping wool</li> <li>Wreath making</li> <li>Cutting</li> <li>Sticking small objects</li> <li>Name writing</li> <li>Letter formation</li> </ul> <p>PE Unit 2 – Using a ball Roll, receive, throw, catch, pat, bounce, aim, kick, dribble.</p> <p>Outdoor area – climbing , transporting, building, digging, using games apparatus</p>	<ul style="list-style-type: none"> <li>Lacing, buckles, bows and knots</li> <li>Using split pins</li> <li>Using chopsticks</li> <li>Paper manipulation, cutting, folding, pleating, fringing and crumpling</li> <li>Building bridges on a large scale</li> <li>Build bridges using scrap, blocks and construction</li> <li>Letter formation</li> </ul> <p>PE Unit 3 - Using hoops and Quoits Stepping in and out, hoop, roll, balance, twirl, spin, throw, catch</p> <p>Outdoor area – climbing , transporting, building, digging, using games apparatus</p>	<ul style="list-style-type: none"> <li>Seed sorting and planting</li> <li>Cutting and folding paper flowers</li> <li>Building tower blocks with roof gardens</li> <li>Making a chick using split pins</li> <li>Paper weaving – Easter cards</li> <li>Letter formation</li> </ul> <p>Dance 1 Body shapes, Travel, Recognise patterns in sounds and movement, Move to music, Perform, express mood, Respond to stimuli.</p> <p>Outdoor area – climbing , transporting, building, digging, using games apparatus</p>	<ul style="list-style-type: none"> <li>Vehicle challenge – cutting sticking, using tools and components</li> <li>Road safety</li> <li>Transporting and storing tools safely</li> <li>Building with tracks</li> <li>Letter formation</li> </ul> <p>Dance 2 Change speed and direction, Move from 1 shape to another, Describe what they are doing, move in pathways of different shapes, Stamp out a step pattern.</p> <p>Outdoor area – climbing , transporting, building, digging, using games apparatus</p>	<ul style="list-style-type: none"> <li>Sports day practise activities</li> <li>Handwriting</li> <li>Spiral cutting worms</li> <li>Clay manipulation</li> <li>Rolling to make sandwiches</li> <li>Letter formation</li> </ul> <p>Travelling Unit 1 Travel with control, Identify and use different body parts, work co-operatively, Use feet in different ways, Move in different directions.</p> <p>Outdoor area – climbing , transporting, building, digging, using games apparatus</p>			

General Topics	Amazing Me	Celebrations	Brilliant Books	It's Spring	Journeys	Out and About
<b>Communication and Language</b>	<ul style="list-style-type: none"> <li>• Speak in small groups</li> <li>• Learn and use vocabulary of school, family, home, birthdays, feelings, babies, the past</li> <li>• Join in with repeated refrains</li> <li>• Demonstrate understanding of stories.</li> <li>• Re-tell stories using language influenced by books and new vocabulary.</li> <li>• Speak in role – home,</li> <li>• Learn new vocabulary and use when speaking in sentences of increasing complexity</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Learn and use vocabulary of Autumn, hibernating animals and seasonal change, Diwali, Baptism, Advent and Christmas, environmental sounds.</li> <li>• Retell stories using figures and puppets using story language</li> <li>• Speak in role</li> <li>• Join in with repeated refrains</li> <li>• Demonstrate understanding of stories</li> <li>• Learn new vocabulary and use when speaking in sentences of increasing complexity</li> </ul>	<ul style="list-style-type: none"> <li>• Learn and use vocabulary of Chinese New Year and animals, bridges, feelings, castles</li> <li>• Join in with repeated refrains</li> <li>• Retell stories using figures and puppets using story language</li> <li>• Demonstrate understanding of stories</li> <li>• Tell own story with puppets and small world figures.</li> <li>• Speak in role</li> <li>• Learn new vocabulary and use when speaking in sentences of increasing complexity</li> </ul>	<ul style="list-style-type: none"> <li>• Learn and use vocabulary of Seasonal change, growing, plants, life cycle of a chick, baking, Easter</li> <li>• Join in with repeated refrains</li> <li>• Retell stories using figures and puppets using story language</li> <li>• Demonstrate understanding of stories</li> <li>• Tell own story with puppets and small world figures.</li> <li>• Speak in role</li> <li>• Learn new vocabulary and use when speaking in sentences of increasing complexity</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Learn and use the vocabulary of new and old vehicles and components, maps, space, journeys, floating, sinking, Africa, directions</li> <li>• Follow and give instructions (algorithms) BeeBots</li> <li>• Explain their design and choices for the vehicle they made.</li> <li>• Retell stories using figures and puppets using story language</li> <li>• Speak in role</li> <li>• Learn new vocabulary and use when speaking in sentences of increasing complexity</li> </ul>	<ul style="list-style-type: none"> <li>• Learn and use vocabulary of minibeads, habitats, Gibside, Seasonal change, recycling and conservation, bees</li> <li>• Join in with repeated refrains</li> <li>• Drama about bees and their jobs</li> <li>• Retell stories using figures and puppets using story language</li> <li>• Speak in role</li> <li>• Learn new vocabulary and use when speaking in sentences of increasing complexity</li> </ul>
Specific Areas						
<b>Reading/phonics</b>	<ul style="list-style-type: none"> <li>• Phase 1 and 2 Phonics</li> <li>• Letter recognition</li> <li>• Blending for reading</li> <li>• Segmenting for writing</li> <li>• Read phase 2 Common exception words</li> </ul>	<ul style="list-style-type: none"> <li>• Complete phase 2.</li> <li>• Begin phase 3</li> <li>• Blending for reading</li> <li>• Segmenting for writing</li> <li>• Spell phase 2 Common exception words</li> <li>• Read phase 3 Common exception words</li> </ul>	<ul style="list-style-type: none"> <li>• Complete Phase 3</li> <li>• Begin Phase 3 mastery</li> <li>• Blending for reading</li> <li>• Segmenting for writing</li> <li>• Spell phase 2 Common exception words</li> <li>• Read phase 3 Common exception words</li> </ul>	<ul style="list-style-type: none"> <li>• Complete phase 3 mastery</li> <li>• Blending for reading</li> <li>• Segmenting for writing</li> <li>• Spell phase 2 Common exception words</li> <li>• Begin to spell phase 3 Common exception words</li> </ul>	<ul style="list-style-type: none"> <li>• Phase 4</li> <li>• Blending for reading</li> <li>• Segmenting for writing.</li> <li>• Spell phase 3 Common exception words</li> <li>• Read phase 4 Common exception words</li> </ul>	<ul style="list-style-type: none"> <li>• Phase 4 mastery</li> <li>• Blending for reading</li> <li>• Segmenting for writing.</li> <li>• Spell Phase 3 Common exception words</li> <li>• Read phase 4 common exception words</li> </ul>
<b>Literacy</b>	<ul style="list-style-type: none"> <li>• Recognise name</li> <li>• Practise name writing – birthday cards, labels for models etc.</li> <li>• Drawing club –own ideas about the book of the week.</li> <li>• Introduce characters from reading schemes</li> <li>• Shared reading of refrains in stories</li> </ul>	<ul style="list-style-type: none"> <li>• Draw and label a map of Leafman's journey</li> <li>• Write Diwali cards and Baptism invitations</li> <li>• Drawing club –own ideas about the book of the week</li> <li>• Write Stickman mini book</li> <li>• Letters to Santa</li> <li>• Write the Christmas story in their own words</li> </ul>	<ul style="list-style-type: none"> <li>• Chinese New year cards</li> <li>• Captions</li> <li>• Thank You letter to someone we appreciate</li> <li>• Lulu's cat book – what a cat can do</li> <li>• Drawing club –own ideas about the book of the week</li> </ul>	<ul style="list-style-type: none"> <li>• Write Lent promises</li> <li>• Write a pizza recipe</li> <li>• Write plant labels</li> <li>• Write a 'Chick diary'</li> <li>• Drawing club –own ideas about the book of the week</li> <li>• Invitation for buddies to join them for a snack (home-made bread and jam)</li> <li>• Write Mothers' Day cards</li> <li>• Write Easter cards</li> <li>• Writing based on now press play 'Weather' experience.</li> <li>• Common exception words</li> </ul>	<ul style="list-style-type: none"> <li>• Read plans, diagrams and simple instructions for building models.</li> <li>• Draw and label map of Bobo Road.</li> <li>• Drawing club –own ideas about the book of the week</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Read instructions for snail sandwiches</li> <li>• Write non-fiction book about Bees</li> <li>• Drawing club –own ideas about the book of the week</li> <li>• Make poster about recycling for home</li> <li>• Blending for reading</li> <li>• Segmenting for writing</li> <li>• Common exception words</li> <li>•</li> </ul>

General Topics	Amazing Me	Celebrations	Brilliant Books	It's Spring	Journeys	Out and About
<p>Understanding of the World</p> <p>Geog Hist sci</p>	<ul style="list-style-type: none"> <li>Exploring the school building</li> <li>Celebrating differences in families and things they do together.</li> <li>Special times – birthdays - party for class toy</li> <li>Baby photos – how have I changed.</li> <li>Peepo book – objects from the past.</li> <li>Nursery Rhyme – Polly put the Kettle on Comparing past with present day kitchens.</li> <li>Seasonal change -Signs of autumn walk</li> <li>Babies - identifying growth and change- growth</li> <li>Taking care of teeth</li> <li>Planting bulbs</li> <li>Explore collections of themed objects</li> </ul>	<ul style="list-style-type: none"> <li>Why and how Hindu people celebrate Diwali/Jewish people celebrate Hannukah?</li> <li>Why we celebrate Children in Need</li> <li>Why we wear poppies</li> <li>Why and how we celebrate Christmas</li> <li>What would we find at the North Pole?</li> <li>Why and how we celebrate Baptism</li> <li>Nursery Rhyme – Wee Willie Winkie - Comparing past with present day lighting.</li> <li>Seasonal change -Signs of autumn walk - Weather chart</li> <li>Sound trail</li> <li>Hibernating animals</li> <li>Exploring forest school</li> <li>Torches – light and dark dens, reflective materials</li> <li>Explore collections of themed objects</li> </ul>	<ul style="list-style-type: none"> <li>Why and how Chinese people celebrate New Year.</li> <li>Compare West Denton to the Antarctic.</li> <li>Look at the bridges that span the Tyne at Newcastle. Why were they built?</li> <li>Find Out about shoes worn around the world and link to weather.</li> <li>Princesses and Princes – Castles and palaces – Our Royal Family</li> <li>Nursery Rhyme – Cobbler, cobbler mend my shoe. Comparing past with present day attitudes and jobs.</li> <li>Seasonal change -Winter walk - snow, rain, wind- Weather chart</li> <li>Investigating smells</li> <li>Testing materials</li> <li>Investigate ice, freezing and melting</li> <li>Caring for pets</li> <li>Explore collections of themed objects</li> </ul>	<ul style="list-style-type: none"> <li>Why and how we celebrate Easter.</li> <li>Nursery Rhymes – Hot Cross Buns and Do you know the muffin man? Comparing past with present day shopping.</li> <li>Look at gardens found in books of the week</li> <li>Seasonal change - signs of spring walk</li> <li>Planting seeds and growing in the garden</li> <li>Observe chicks hatching, growing and changing.</li> <li>Caring for chicks</li> <li>Looking at spring flowers using an electronic viewer</li> <li>Baking bread – identifying change of state</li> <li>Explore collections of themed objects</li> </ul>	<ul style="list-style-type: none"> <li>Maps</li> <li>Google earth</li> <li>Compare West Denton to the African Savannah, Space station</li> <li>Living in hot lands</li> <li>Nursery Rhyme – Ride a cock horse. Comparing past with present day transport.</li> <li>Seasonal change - signs of spring walk</li> <li>Floating and sinking</li> <li>Magnets</li> <li>Explore collections of themed objects</li> </ul>	<ul style="list-style-type: none"> <li>Trip to Gibside – exploring the environment and den building.</li> <li>Nursery Rhyme – London's burning. Comparing past with present day fire fighters</li> <li>Observing worms in a wormery</li> <li>Close observation of snails – making 'snail soup'</li> <li>Mini-beast hunt in school grounds</li> <li>Building a mini-beast hotel</li> <li>Recycling</li> <li>Visit from a beekeeper</li> <li>Explore collections of themed objects</li> </ul>
<p>Expressive Arts &amp; Design</p>	<ul style="list-style-type: none"> <li>Self-portrait collage</li> <li>Drawing family</li> <li>Junk houses – modelling - Using PVA and masking tape</li> <li>Colour mixing - technique</li> <li>Printing - technique</li> <li>Chalks - technique</li> <li>Transient art with natural materials</li> <li>Learn to sing topic themed songs and play percussion instruments.</li> <li>Learn to sing hymns and number songs</li> </ul>	<ul style="list-style-type: none"> <li>Bones chalk pictures</li> <li>Leaf art – collage, rubbings and prints – colour mixing</li> <li>Autumnal colours</li> <li>Clay Diva lamps</li> <li>Firework spatter prints</li> <li>Rangoli patterns – paint program</li> <li>Large scale build - tree for hibernating animals</li> <li>Baptismal cross – painting colour tones</li> <li>Christmas crafts</li> <li>Learn to sing Christmas themed songs and play percussion instruments.</li> <li>Learn to sing hymns and number songs</li> </ul>	<ul style="list-style-type: none"> <li>Folding paper elf hats</li> <li>Printing and rubbings from soles of shoes</li> <li>sewing</li> <li>Bridge Building</li> <li>Line Drawings of bridges across the Tyne</li> <li>Lantern making</li> <li>Dragon dance</li> <li>Chinese Dragon paint program</li> <li>Making pet puppets</li> <li>Building castles using construction materials and blocks</li> <li>Learn to sing topic themed songs and play percussion instruments.</li> <li>Learn to sing hymns and number songs</li> </ul>	<ul style="list-style-type: none"> <li>Printing chicks with everyday items</li> <li>Shaping veg to make prints – exploring prints</li> <li>Exploring textured materials to make prints</li> <li>Creating landscapes using small world – tower blocks and roof gardens, , hills</li> <li>Weaving with natural materials and paper</li> <li>Making Easter chocolate nests</li> <li>Observational drawing of spring flowers.</li> <li>Easter cards</li> <li>Learn to sing topic themed songs and play percussion instruments.</li> <li>Learn to sing hymns and number songs</li> </ul>	<ul style="list-style-type: none"> <li>Vehicle challenge – joining different materials together</li> <li>Thinking of own ideas in relation to design, construction and technology</li> <li>Using different tools for different purposes</li> <li>Drawing famous landmarks – Buckingham palace</li> <li>Drawing maps</li> <li>Jackson Pollock -Tyre printing</li> <li>Learn to sing topic themed songs and play percussion instruments.</li> <li>Learn to sing hymns and number songs</li> </ul>	<ul style="list-style-type: none"> <li>Clay minibeasts</li> <li>Natural materials collage</li> <li>Poly prints of leaves and flowers</li> <li>Andy Goldsworthy Natural material sculptures</li> <li>Matisse- the snail</li> <li>Learn to sing topic themed songs and play percussion instruments.</li> <li>Learn to sing hymns and number songs</li> </ul>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Mathematics</b> <b>NCETM</b> <b>Mastering Number</b>  <b>Shape, space and</b> <b>Measure focus</b>	<ul style="list-style-type: none"> <li>Represent the number in a given set using different objects</li> <li>Name quantities with number words.</li> <li>Match sets to numerals.</li> <li>Make their own arrangements that can be subitised.</li> <li>Develop their counting skills connecting subitising and counting to cardinality.</li> <li>Develop 1:1 correspondence, Explore how many things can be counted, including sounds.</li> <li>Sing counting rhymes to develop counting in sequence.</li> <li>Explore how numbers can be composed of 1s</li> <li>Investigate the composition of 3 and 4.</li> <li>Investigate part-whole relations</li> <li>Learn that a 'whole' is made up of smaller parts and is, therefore, bigger than its parts.</li> <li>Use 'perceptual' subitising.</li> <li>Observe small quantities, and identify change</li> <li>Develop conceptual subitising</li> <li>Notice the sub-groups within a larger set</li> <li>Represent quantities using a number of fingers on one hand.</li> <li>Use the language of comparison</li> <li>Begin to use the language of 'more than' and 'fewer than'</li> </ul> <p>Time</p> <ul style="list-style-type: none"> <li>Be introduced to the visual timetable and order events in the day.</li> <li>Become familiar with the days of the week through song</li> <li>Introduce months of the Year through birthdays.</li> <li>Sequence a routine – washing hands</li> </ul> <p>2-d- shape</p> <ul style="list-style-type: none"> <li>Identifying and naming 2-d shape in different orientations</li> </ul> <p>Pattern</p> <ul style="list-style-type: none"> <li>Copy, continue and create their own simple repeating patterns</li> </ul>	<ul style="list-style-type: none"> <li>Link 5 to their fingers on one hand.</li> <li>Represent numbers to 5 using both their fingers and the Hungarian number pattern.</li> <li>Count 'how many' objects there are altogether, reinforcing cardinality.</li> <li>1:1 correspondence counting</li> <li>Identify similarities/differences.</li> <li>Compare the number of objects in 2 sets by matching them 1:1.</li> <li>Use the language of 'more than', 'fewer than' and 'an equal number'</li> <li>Begin to understand that whole is made up of smaller parts, so a whole is bigger than its parts.</li> <li>Focus on key composition language.</li> <li>Use stem sentences</li> <li>Investigate the composition of 3, 4 and 5.</li> <li>Compose and de-compose numbers</li> <li>Begin to recognise that numbers can be made by combining parts in different ways.</li> <li>Count to find out 'how many' objects there are.</li> <li>Develop their understanding of cardinality</li> <li>Verbally count to larger numbers</li> <li>Sing counting rhymes</li> <li>Begin to link quantities to 5 with their corresponding number.</li> <li>Explore conservation of number by investigating what happens to objects when they are rearranged.</li> <li>Subitise quantities, seeing the sub-groups within larger numbers.</li> <li>Develop visualising skills</li> <li>Use spatial language to describe sub-groups</li> <li>Represent quantities in different ways and recognise numerals to 5, matching numerals to correct quantities</li> <li>Count to find out 'how many' altogether (cardinality.)</li> <li>Investigate the difference in value of consecutive whole numbers</li> <li>Hear and use ordinal numbers.</li> </ul> <p>Time</p> <ul style="list-style-type: none"> <li>Sequence familiar events</li> <li>Use language of time</li> </ul> <p>Spatial awareness</p> <ul style="list-style-type: none"> <li>use positional language to describe how items are positioned</li> <li>Represent real or imaginary places with models, drawings and maps</li> </ul>	<ul style="list-style-type: none"> <li>Decomposing numbers to investigate part-part-whole relations to 5</li> <li>Make links by considering similarities / differences in the ways of making 5.</li> <li>Partition 5 and consider the missing parts by visualisation.</li> <li>Develop their understanding of the numbers within numbers.</li> <li>Explore ways to represent numbers using the Hungarian number pattern</li> <li>Secure their understanding of the pairs of numbers that make 5.</li> <li>Explore 6 and 7 as numbers that are composed of '5 and a bit'.</li> <li>Compare the numerosity of sets, without being diverted by colour etc</li> <li>Spot equal or unequal sets</li> <li>Manipulate the number of objects in 2 sets to make them equal.</li> <li>Begin to use 'more than', 'fewer than' and 'an equal number' to.</li> <li>Revisit the concept of cardinality</li> <li>Count out objects from a larger set</li> <li>The 'stable order principle',</li> <li>Practise counting beyond 20.</li> <li>Consolidate their understanding of '1 more' than the previous number.</li> <li>Compare quantities</li> <li>Ordinality – where the numbers to 8 are in relation to each other</li> <li>Make 7 in different ways, investigating part-part-whole relations</li> <li>Partitioning 7 and find the missing part.</li> </ul> <p>Length and height</p> <ul style="list-style-type: none"> <li>Children use language to describe length and height</li> <li>Compare and measure end- to-end length by matching up starting points of the items.</li> <li>Use non-standard units of measurements.</li> <li>Estimate of the number of units in a measurement</li> </ul> <p>3-d shape</p> <ul style="list-style-type: none"> <li>To explore and Manipulate 3-d shape</li> <li>Find shapes within shapes, rotating and flipping shapes to fit them into other shapes.</li> <li>Create their own figures and copy figures, patterns and pictures made from 2D shapes</li> <li>To be able to recognise and name 3D shapes considering their attributes.</li> <li>Consider what the shapes could be useful for, and why things around them are of a particular shape.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to explore the composition of numbers to 10, focus on doubles.</li> <li>Identify when 2 sets are equal/ not looking at representations of '2 equal parts', find the whole by combining</li> <li>Use their subitising skills and begin to know the whole when they see 2 equal parts and begin to recall some doubles facts by heart.</li> <li>Make a double pattern on fingers</li> <li>Sort objects according to different criteria, noticing different attributes</li> <li>Sort by given and their own criteria</li> <li>Composition of numbers as doubles.</li> <li>Investigate ways to sort the Numberblocks.</li> <li>Use doubles to begin to explore even and odd numbers.</li> <li>Count things that cannot be seen</li> <li>Counting on from a given number</li> <li>Identify missing numbers within a counting sequence</li> <li>Discuss and practise strategies for counting larger sets.</li> <li>Make or represent their own collections of larger amounts</li> <li>Subitise doubles amounts shown on 10-frames.</li> <li>Develop subitising skills in increasing complex arrangements</li> <li>Use their knowledge of doubles to support subitising skills</li> <li>Develop visualising skills to deepen understanding of part-part-whole</li> <li>Consider when to subitise and when to use counting as a strategy</li> <li>Consolidate understanding of the composition of 5</li> <li>Recall parts of 5 when 1 part is not visible</li> <li>Understand 6, 7, 8 and 9 as 5 &amp; a bit</li> <li>Use fingers, double dice frame and 10 frame</li> </ul> <p>Mass</p> <ul style="list-style-type: none"> <li>Investigate things that are heavy or light exploring misconceptions;</li> <li>Use balance scales</li> <li>Compare items that are a similar size but different weights.</li> <li>Compare items that are a similar size but different weights.</li> </ul> <p>Capacity</p> <ul style="list-style-type: none"> <li>Develop an understanding of capacity, exploring containers being empty, full and partially full of objects and liquids.</li> </ul>	<ul style="list-style-type: none"> <li>Recap the numbers 6 to 9 in the '5 and a bit' structure</li> <li>Identify when 10 is shown using structured arrangements of objects.</li> <li>Match numerals to quantities shown as the 5 and a bit structure</li> <li>Explore ways in which 10 can be composed of 2 parts</li> <li>Represent the composition of 10 using dice frames and finger patterns.</li> </ul> <p>Use structured arrangements to find missing parts of 10</p> <ul style="list-style-type: none"> <li>Join in with a backward count from 5 to 1</li> <li>Order towers of cubes or number plates from 1–10 on a class number track.</li> <li>Use language to describe positions on a number track.</li> <li>Identify whether numbers are before or after 5 on the number track</li> <li>Reason about the position of numbers on a number track</li> </ul> <p>Describe and follow the rules for simple, linear track games.</p> <ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number;</li> <li>Use a Rekenrek correctly</li> <li>Subitising on a Rekenrek</li> </ul> <p>Using special language and visualisation – to visualise and describe arrangements of objects</p> <p>Subitise (recognise quantities without counting) up to 5;</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> </ul> <p>Spatial Reasoning</p> <ul style="list-style-type: none"> <li>Sorting and matching</li> <li>Find similarities and differences and sort and match objects and 2 and 3-d shapes.</li> <li>Spatial Reasoning</li> <li>Replicate a model by following spoken and pictorial instructions</li> </ul> <p>Pattern</p> <ul style="list-style-type: none"> <li>Explore, copy and create complex patterns ABB, AAB, AABB, ABBBB</li> </ul>	<ul style="list-style-type: none"> <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> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</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> </ul> <p>Transition Units</p> <ul style="list-style-type: none"> <li>Revision</li> <li>Write numbers to match quantities with correct formation</li> <li>Ordering numbers</li> <li>Identify missing numbers</li> <li>Introduce number words</li> <li>Revision of Number bonds to 10</li> <li>Write number sentence</li> </ul> <p>Shape</p> <ul style="list-style-type: none"> <li>3-d shapes and pattern</li> <li>Shape - Understand and use correct mathematical language to describe 2D and 3D shapes (e.g. vertices, sides, edges, faces, flat/curved).</li> </ul> <p>Spatial reasoning skills.</p> <ul style="list-style-type: none"> <li>Follow a map</li> <li>Follow spoken direction</li> <li>Give direction</li> <li>Use positional language.</li> <li>Understand right and left</li> </ul>