

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Mathematics (White Rose Maths)	Settling in Matching and sorting Comparing amounts Compare size, mass and capacity Exploring pattern	Presenting, Comparing and composition of 1,2,3 Representing numbers to 5 One more and less Circles and triangles Positional Language Shapes with 4 sides Time	Introducing zero Number bonds to 5 Counting to 6,7,8,9,10 Comparing groups to 10	Combining two groups Number bonds to 10 - ten frame and part-whole model Spatial awareness 2D and 3D shapes	Making simple patterns Exploring more complex patterns Adding more Taking away Counting to 20	Doubling Halving and sharing Odds and evens Length, height and distance Weight and capacity
End of Year Expectations:	Children at the expected level of development in number will be able to: • Have a deep understanding of number to 10, including the composition of each number; • Subitise (recognise quantities without counting) up to 5; • 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. Children at the expected level of development in numerical patterns will be able to: • Verbally count beyond 20, recognising the pattern of the counting system; • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.					