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| **Term** | **Weekly Focus** | **Numberblocks Episodes** | **Development Matters (2021) Objective Coverage** | **Assessment** |
| **Autumn 1** | White Rose Maths Reception, Phase 1 – Just Like Me!  Week 1 – number songs and rhymes  Week 2 – matching  Week 3 – sorting  Week 4 – comparing amounts  Week 5 – comparing size and capacity  Week 6 – simple patterns  Week 7 - number one and two | **Series 1:**  How to count  One  Another One  Two | **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 objects to match the numeral, up to 5. * 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’. * 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. * Make comparisons between objects relating to size, length, weight and capacity.   **Reception:**   * Count objects, actions and sounds. * Subitise. * Link the number symbol (numeral) with its cardinal number value. * Compare numbers. * Continue, copy and create repeating patterns. * Compare length, weight and capacity. | Baseline assessment (twinkl 3-4 year old assessment for Number and Shape Space and Measure)  End of Phase 1 assessment (Master the Curriculum) |
| **Autumn 2** | White Rose Maths Reception, Phase 2 – Its me, 1, 2, 3!  Phase 3 – Light and Dark  Week 1 – number three  Week 2 – number four  Week 3 – number five  Week 4 – one more one less  Week 5 – shapes with 4 sides  Week 6 – night and day (time),  Week 7 –spatial awareness | **Series 1:**  Three  One, Two, Three!  Four  Five  Three Little Pigs  Off we go  Stampolines  The Whole of Me  The Terrible Twos  Holes  Hide and Seek  **Series 3:**  Once Upon a Time  Flatland | **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 objects to match the numeral, up to 5. * 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’. * 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’ * 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’. * 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. * Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’   **Reception:**   * Count objects, actions and sounds. * Subitise. * Link the number symbol (numeral) with its cardinal number value. * Compare numbers. * Understand the ‘one more than/one less than’ relationship between consecutive numbers. * Select, rotate and manipulate shapes to develop spatial reasoning skills. * Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. | End of Phase 2 assessment (Master the Curriculum)  End of Phase 3 assessment (Master the Curriculum) |
| **Spring 1** | White Rose Maths Reception, Phase 4 – Alive in 5!  Phase 5 - Growing 6, 7 and 8  Week 1 – zero and comparing number to 5  Week 2 – composition of 4 and 5  Week 3 – comparing mass and capacity  Week 4 – number 6  Week 5 – number 7  Week 6 – number 8 | **Series 2:**  Six  Seven  Eight  Nine  Ten  Just Add One  Blast Off  Fluffies  **Series 3:**  Blockzilla  The Numberblocks Express  Fruit Salad  Zero | **Reception:**   * Count objects, actions and sounds. * Subitise. * Link the number symbol (numeral) with its cardinal number value. * Compare numbers. * Count beyond 10 * Explore the composition of numbers to 10 * Automatically recall number bonds for numbers 0–5 and some to 10. * Compare length, weight and capacity. | End of Phase 4 assessment (Master the Curriculum)  End of Phase 5 assessment (Master the Curriculum) |
| **Spring 2** | White Rose Maths Reception, Phase 6 – Building 9 and 10  Week 1 – number 9  Week 2 – number 10  Week 3 – comparing numbers to 10  Week 4 – number bonds within 10  Week 5 – 3D shape  Week 6 – pattern | **Series 3:**  Now we are six to 10  Number blobs  Building Blocks  Peekaboo  Hiccups  What’s the difference?  Five and Friends  Octoblock to the Rescue  Ten Again  Pattern Palace  **Series 5:**  Ten’s Top Ten  Now You See Us  What’s My Number? | **3-4 year olds:**   * 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.   **Reception:**   * Count objects, actions and sounds. * Subitise. * Link the number symbol (numeral) with its cardinal number value. * Compare numbers. * Automatically recall number bonds for numbers 0–5 and some to 10. * Count beyond 10 * Explore the composition of numbers to 10 * Select, rotate and manipulate shapes to develop spatial reasoning skills. * Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. * Continue, copy and create repeating patterns. | End of Phase 16assessment (Master the Curriculum) |
| **Summer 1** | White Rose Maths Reception, Phase 7 – To 20 and Beyond,  Phase 8 – First, Then, Now  Week 1 – building numbers beyond 10 (11-15)  Week 2 – building numbers beyond 10 (16-20)  Week 3 – counting pattern beyond 10  Week 4 – adding more  Week 5 – taking away  Week 6 – doubling | **Series 2:**  Double Trouble  The Two Trees  Numberblock Castle  Ten Green Bottles  **Series 3:**  Numberblocks Rally  Eleven  Twelve  Thirteen  Fourteen  Fifteen  Sixteen  Seventeen  Eighteen  Nineteen  Twenty  Tween Scenes  Step Squad  Mirror Mirror  **Series 4:**  One Your Head  Fifteen Minutes of Fame  Ten’s Place  Balancing Bridge  Square Club  Tall Stories  Flights of Fancy  I can count to 20  Heist | **Reception**   * Count objects, actions and sounds. * Subitise. * Link the number symbol (numeral) with its cardinal number value. * Compare numbers. * Automatically recall number bonds for numbers 0–5 and some to 10. * Count beyond 10 * Explore the composition of numbers to 10 | End of Phase 7 assessment (Master the Curriculum)  End of Phase 8 assessment (Master the Curriculum) |
| **Summer 2** | White Rose Maths Reception, Phase 9 – Find My Pattern  Phase 10 – On the Move  Week 1 – sharing and grouping  Week 2 – odd and even  Week 3 – patterns and relationships  Week 4 – digging deeper (problem solving and critical thinking)  Week 5 – digging deeper (problem solving and critical thinking)  Week 6 – spatial reasoning  Week 7 - spatial reasoning | **Series 2:**  Counting Sheep  The Three Threes  Odds and Evens  **Series 3:**  The Wrong Number  Block Star  Ride the Rays  **Series 5:**  Odd Side Story | **Reception:**   * Explore the composition of numbers to 10 * Select, rotate and manipulate shapes to develop spatial reasoning skills. * Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. * Continue, copy and create repeating patterns. * Compare length, weight and capacity. | End of Phase 9 assessment (Master the Curriculum)  End of Phase 10 assessment (Master the Curriculum) |