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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 rhymesWeek 2 – matchingWeek 3 – sortingWeek 4 – comparing amountsWeek 5 – comparing size and capacityWeek 6 – simple patternsWeek 7 - number one and two | **Series 1:**How to count OneAnother OneTwo | **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 DarkWeek 1 – number threeWeek 2 – number fourWeek 3 – number fiveWeek 4 – one more one lessWeek 5 – shapes with 4 sidesWeek 6 – night and day (time),Week 7 –spatial awareness | **Series 1:**ThreeOne, Two, Three!FourFiveThree Little PigsOff we goStampolinesThe Whole of MeThe Terrible TwosHolesHide and Seek**Series 3:**Once Upon a TimeFlatland | **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 8Week 1 – zero and comparing number to 5Week 2 – composition of 4 and 5Week 3 – comparing mass and capacityWeek 4 – number 6Week 5 – number 7Week 6 – number 8 | **Series 2:**SixSevenEightNineTenJust Add OneBlast OffFluffies**Series 3:**BlockzillaThe Numberblocks ExpressFruit SaladZero | **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 10Week 1 – number 9Week 2 – number 10Week 3 – comparing numbers to 10Week 4 – number bonds within 10Week 5 – 3D shapeWeek 6 – pattern | **Series 3:**Now we are six to 10Number blobsBuilding BlocksPeekabooHiccupsWhat’s the difference?Five and FriendsOctoblock to the RescueTen AgainPattern Palace**Series 5:**Ten’s Top TenNow You See UsWhat’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, NowWeek 1 – building numbers beyond 10 (11-15)Week 2 – building numbers beyond 10 (16-20)Week 3 – counting pattern beyond 10Week 4 – adding moreWeek 5 – taking awayWeek 6 – doubling | **Series 2:**Double TroubleThe Two TreesNumberblock CastleTen Green Bottles**Series 3:**Numberblocks RallyElevenTwelveThirteenFourteenFifteenSixteenSeventeenEighteenNineteenTwentyTween ScenesStep SquadMirror Mirror**Series 4:**One Your HeadFifteen Minutes of FameTen’s PlaceBalancing BridgeSquare ClubTall StoriesFlights of FancyI can count to 20Heist | **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 MoveWeek 1 – sharing and groupingWeek 2 – odd and evenWeek 3 – patterns and relationshipsWeek 4 – digging deeper (problem solving and critical thinking)Week 5 – digging deeper (problem solving and critical thinking)Week 6 – spatial reasoningWeek 7 - spatial reasoning | **Series 2:**Counting SheepThe Three ThreesOdds and Evens**Series 3:**The Wrong NumberBlock StarRide 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) |