**Autumn – EYFS – Cycle A**

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| **Me and My Community** | **Learning Objective** | **Skills** | **Knowledge** |
| Engage**Number Shout**Lesson 1 | ***Hold up a card and encourage the children to say the number that they can see without counting.***Subitise (recognise quantities without counting) up to 5. | Identify and represent up to five objects, without counting, using concrete objects and pictorial representation. | However a group of objects is displayed, the total is still the same. |
| Develop**Fire Engine Maths**Lesson 2 | ***Give instructions to each child, such as 'Get fire engine number five and go to the house with three fires'.***Have a deep understanding of number to 10, including the composition of each number. | Count objects, actions and sounds, up to 10 forwards and backwards, beginning at zero, one or any given number and link numerals with its cardinal number value. | Numbers follow a sequence. Each number is one more than the previous number. The last number reached when counting tells you how many there are in total. |
| Develop**Shape Vehicles**Lesson 3 | ***Choose a vehicle to create together and invite the children to pick out 2-D shapes that can represent the different features of the vehicle.***Recognise and name common 2-D shapes. | Use mathematical names for common 2-D shapes and explore shapes in their play. | 2-D shapes are flat. They have a different number of sides and angles. 2-D shapes can be folded and cut into different 2-D shapes. They can also be put together to make other 2-D shapes. |
| Develop**How many in the house?**Lesson 4 | ***Invite the children to pick two cards and put them in their house so one group of people is upstairs, and one group is downstairs. Support the children to count how many people there are altogether***.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. | Explore addition and subtraction with numbers to 10, using concrete objects, pictorial representations and number lines. | Numbers to 10 can be made in different ways, but the total is the same each time. |

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| **Me and My Community** | **Learning Objective** | **Skills** | **Knowledge** |
| Develop**10 in the bed**Lesson 5 | ***Sing the song 10 in the bed with the children and take away the largest numbered teddy with each new verse.***Have a deep understanding of number to 10, including the composition of each number. | Count objects, actions and sounds, up to 10 forwards and backwards, beginning at zero, one or any given number and link numerals with its cardinal number value. | Numbers follow a sequence. Each number is one more than the previous number. The last number reached when counting tells you how many there are in total. |
| Develop**One for me, one for you**Lesson 6 | ***Working with pairs of children, offer a selection of objects that can be shared out equally. Ask the children to count how many items in total you have given them.***Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. | Explore how to share amounts evenly using concrete resources. | Sharing something evenly means that each group has the same amount. Only even numbers can be shared equally between two sets. |
| Develop**Comparing sizes**Lesson 7 | ***Encourage them to say whose hand or foot is the biggest and smallest. Develop this activity by showing children how to work in pairs to draw around and cut out each other’s hands and feet.***Use everyday language to talk about length and height, weight and capacity.Solve simple problems related to length, height, capacity, weight, time and money. | Use language in their play, including heavy, light, heavier, lighter, long, short, longer, shorter, tall, taller, full and empty. | Items can be measured to show how long, tall or heavy they are. |
| Enhanced Provision**Vote**Lesson 8 | ***Set up a voting station for children to vote for a favourite story or a question of the day. At the end of the day or session, count the number of cubes.***Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. | Record data in simple tables and pictograms. | Data can be recorded in tables and pictograms. |
| Enhanced Provision**Dominoes**Lesson 9 | ***Provide dominoes for the children to play with.***Subitise (recognise quantities without counting) up to 5.Knowledge Reception | Identify and represent up to five objects, without counting, using concrete objects and pictorial representation. | However a group of objects is displayed, the total is still the same. |

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| **Me and My Community** | **Learning Objective** | **Skills** | **Knowledge** |
| Enhanced Provision**Towers**Lesson 10 | ***Add dice and wooden blocks to the construction area for the children to use in their play.***Have a deep understanding of number to 10, including the composition of each number | Count objects, actions and sounds, up to 10 forwards and backwards, beginning at zero, one or any given number and link numerals with its cardinal number value. | Numbers follow a sequence. Each number is one more than the previous number. The last number reached when counting tells you how many there are in total. |
| **Exploring Autumn** | **Learning Objective** | **Skills** | **Knowledge** |
| Develop**Counting Conkers**Lesson 1 | ***Fill a Tuff Tub with conkers that have had holes drilled through the middle and threading laces. Provide a large dice and invite the children to take turns to roll it and thread the number thrown of conkers onto their string.***Have a deep understanding of number to 10, including the composition of each number. | Count objects, actions and sounds, up to 10 forwards and backwards, beginning at zero, one or any given number and link numerals with its cardinal number value. | Numbers follow a sequence. Each number is one more than the previous number. The last number reached when counting tells you how many there are in total. |
| Develop**How many seeds in a pumpkin?**Lesson 2 | ***Provide three different sized pumpkins or squashes. Ask 'Which pumpkin do you think will have the most seeds?' Invite the children to guess and explain their reasoning. Cut open each pumpkin and look inside.***Verbally count beyond 20, recognising the pattern of the counting system. | Recite numbers, in order, to 20 and beyond. | Numbers have an order and a pattern that they follow. |
| Enhanced Provision**How heavy?**Lesson 3 | ***Provide the children with different autumnal fruits and vegetables, conkers and weighing scales.***Use everyday language to talk about length and height, weight and capacity. | Use language in their play, including heavy, light, heavier, lighter, long, short, longer, shorter, tall, taller, full and empty. | Items can be measured to show how long, tall or heavy they are. |
| Enhanced Provision**Sorting sticks**Lesson 4 | ***Provide a selection of sticks in various lengths. Paint the ends in different colours for sorting and matching.***Compare the weight of everyday objects.Solve simple problems related to length, height, capacity, weight, time and money. | Compare and order the weight of two to three items and use and understand the language heavy, heavier, heaviest, light, lighter and lightest. | Items can be measured using non standard units to show how long or tall they are. |

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| **Once Upon A Time** | **Learning Objective** | **Skills** | **Knowledge** |
| Engage**Dragon’s Treasure**Lesson 1 | ***Encourage the children to take turns to play the game and support them with the instructions on the die, when needed.***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. | Explore addition and subtraction with numbers to 10, using concrete objects, pictorial representations and number lines. | Numbers to 10 can be made in different ways, but the total is the same each time. |
| Develop**Build a tower**Lesson 2 | ***Ask the children to take the number of blocks on their card and build a tower. Encourage the children to check that their tower has the correct number of blocks by counting them and comparing the height of the towers.***Have a deep understanding of number to 10, including the composition of each number. | Count objects, actions and sounds, up to 10 forwards and backwards, beginning at zero, one or any given number and link numerals with its cardinal number value. | Numbers follow a sequence. Each number is one more than the previous number. The last number reached when counting tells you how many there are in total. |
| Develop**Cakes for Grandma**Lesson 3 | ***Explore together how each child has made their 10 cakes and how many are made out of the brown dough and how many out of the white dough. Compare the different ways of making 10 and record this for the children to see on a whiteboard.***Have a deep understanding of number to 10, including the composition of each number. | Numbers to 10 can be made in different ways but the total is the same each time. | Explore the composition of numbers to 10 and compare numbers. |
| Develop**Castle builders**Lesson 4 | ***Offer baskets of 2-D and 3-D shapes for the children to build models of castles. Encourage them to think about the castle's features, including windows, towers and turrets.***Recognise and name common 3-D shapes. | Use mathematical names for common 3-D shapes and use 3-D shapes in their play. | 3-D shapes are solid shapes. They have a different number of faces and edges. The faces are made up of different 2-D shapes. |
| Enhanced Provision**Tall towers** Lesson 5 | ***Provide large boxes, plastic crates and other construction materials for the children to make towers and castles.***Recognise and name common 3-D shapes. | Use mathematical names for common 3-D shapes and use 3-D shapes in their play. | 3-D shapes are solid shapes. They have a different number of faces and edges. The faces are made up of different 2-D shapes. |

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| **Once Upon A Time** | **Learning Objective** | **Skills** | **Knowledge** |
| Enhanced Provision**Shoes**Lesson 6 | ***Provide pan balance scales and a variety of different sized shoes. Display the question ‘How heavy is your shoe?’ or ‘Who has the lightest shoe?’***Compare the weight of everyday objects.Solve simple problems related to length, height, capacity, weight, time and money. | Compare and order the weight of two to three items and use and understand the language heavy, heavier, heaviest, light, lighter and lightest. | Items can be measured using non-standard units to show how long or tall they are. |
| **Sparkle and Shine** | **Learning Objective** | **Skills** | **Knowledge** |
| Develop**Celebration food**Lesson 1 | ***Choose a celebration food to make with the children, such as mince pies or samosas. Talk about the ingredients needed and ensure all children practise weighing and measuring with scales and spoons.***Use everyday language to talk about length and height, weight and capacity. | Follow instructions, including simple recipes, that include measures and ingredients. | A recipe is set of instructions for preparing a dish and includes a list of the ingredients required. |
| Develop**Wrap it up**Lesson 2 | ***Model cutting too much paper and too little paper and encourage the children to think about the problems this will cause when wrapping the boxes. Show the children how to place the box in the middle of a sheet of paper so there is enough paper to cover the box.***Use everyday language to talk about length and height, weight and capacity. | Use language in their play, including heavy, light, heavier, lighter, long, short, longer, shorter, tall, taller, full and empty. | Items can be measured to show how long, tall or heavy they are. |
| Develop**Golden coins**Lesson 3 | ***Invite the children to choose a card and represent the image with the correct amount of golden coins.***Have a deep understanding of number to 10, including the composition of each number. | Explore the composition of numbers to 10 and compare numbers. | Numbers to 10 can be made in different ways but the total is the same each time. |

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| **Sparkle and Shine** | **Learning Objective** | **Skills** | **Knowledge** |
| Enhanced Provision**How many stars?**Lesson 4 | ***Provide a jar of coloured stars for sorting and counting.***Have a deep understanding of number to 10, including the composition of each number. | Count objects, actions and sounds, up to 10 forwards and backwards, beginning at zero, one or any given number and link numerals with its cardinal number value. | Numbers follow a sequence. Each number is one more than the previous number. The last number reached when counting tells you how many there are in total. |
| Enhanced Provision**How heavy?**Lesson 5 | ***Offer a basket of coloured glass beads and pan scales. Provide a variety of objects for the children to weigh***.Compare the weight of everyday objects.Solve simple problems related to length, height, capacity, weight, time and money. | Compare and order the weight of two to three items and use and understand the language heavy, heavier, heaviest, light, lighter and lightest. | Items can be measured using non-standard units to show how long or tall they are. |
| **Starry Night** | **Learning Objective** | **Skills** | **Knowledge** |
| Develop**How Many Stars?**Lesson 1 | ***Ask the children to pick a numeral card and represent the number in stars. Discuss what colour stars they have used to make the number.***Have a deep understanding of number to 10, including the composition of each number. | Explore the composition of numbers to 10 and compare numbers. | Numbers to 10 can be made in different ways but the total is the same each time. |
| Develop**How many creatures in the woods?**Lesson 2 | ***Prepare a piece of black paper with six googly eyes stuck on in pairs. Explain to the children that some animals are hiding in the dark, but you don't know how many there are and you need their help to work it out.***Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. | Double quantities within 10 and explore how to share amounts evenly using concrete resources. | Doubling is adding the same number to itself. Sharing something evenly means that each group has the same amount. Only even numbers can be shared equally between two sets. |
| Develop**Teddy bedtime**Lesson 3 | ***Put a number of teddies into the box and count as they go in. Encourage the children to display the number of teddies in the box by using their fingers. Ask if they know how many teddies are left under the cloth.*** 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. | Explore addition and subtraction with numbers to 10, using concrete objects, pictorial representations and number lines. | Numbers to 10 can be made in different ways, but the total is the same each time. |

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| **Starry Night** | **Learning Objective** | **Skills** | **Knowledge** |
| Enhanced Provision**What’s the time?**Lesson 4 | ***Display a variety of clocks and timers for the children to explore. Provide pebbles or small wooden disks with numbers 1–12 on and sticks for the children to create clocks. Add the Day to night picture cards for the children to sequence.***Use everyday language associated with time. | Order and sequence familiar events, such as everyday routines. | Events can be sequenced using everyday words, such as first, then, next, morning and afternoon. |
| **Winter Wonderland** | **Learning Objective** | **Skills** | **Knowledge** |
| Develop**Homemade snow**Lesson 1 | ***Display the Snow dough recipes and read the instructions with the children. Support them to follow the instructions to make the two different types of snow dough. Invite them to play with the dough and describe the texture.***Use everyday language to talk about length and height, weight and capacity. | Follow instructions, including simple recipes, that include measures and ingredients. | A recipe is set of instructions for preparing a dish and includes a list of the ingredients required. |
| Develop**Building Snowmen**Lesson 2 | ***Provide white, black and orange paper and a variety of 2-D shapes, including triangles, squares, thin rectangles and circles in various sizes. Model how to draw around the shapes, cut them out and put them together to create a snowman.***Recognise and name common 2-D shapes. | Use mathematical names for common 2-D shapes and explore shapes in their play. | 2-D shapes are flat. They have a different number of sides and angles. 2-D shapes can be folded and cut into different 2-D shapes. They can also be put together to make other 2-D shapes. |
| Develop**How Many?**Lesson 3 | ***Encourage them to look for groups in the snowflakes and add them together. Ask the children to talk about how they worked out the amount of snowflakes and the groups they could see without counting.***Subitise (recognise quantities without counting) up to 5. | Identify and represent up to five objects, without counting, using concrete objects and pictorial representation. | However a group of objects is displayed, the total is still the same. |
| Enhanced Provision**Winter Patterns**Lesson 4 | ***Provide white and silver ribbons or laces and a variety of blue, white and silver beads for the children to thread and create patterns.***Understand and use positional language in relation to place, direction and objects. | Continue, copy and create repeating patterns using a variety of objects. |  |

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| **Winter Wonderland** | **Learning Objective** | **Skills** | **Knowledge** |
| Enhanced Provision**How heavy?**Lesson 5 | ***Display pan scales, glass beads or pebbles and a variety of small objects for weighing. You could also provide ice cubes to weigh with.***Compare the weight of everyday objects.Solve simple problems related to length, height, capacity, weight, time and money. | Compare and order the weight of two to three items and use and understand the language heavy, heavier, heaviest, light, lighter and lightest. | Items can be measured using nonstandard units to show how long or tall they are. |
| Enhanced Provision**Snowball skittles**Lesson 6 | ***Set up 10 white paper cups in a pyramid. Provide the children with two balls of white wool or fake snowballs to roll at the cups to knock them down.***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. | Explore addition and subtraction with numbers to 10, using concrete objects, pictorial representations and number lines. | Numbers to 10 can be made in different ways, but the total is the same each time. |
| **Dangerous Dinosaurs** | **Learning Objective** | **Skills** | **Knowledge** |
| Engage**How many Spikes?**Lesson 1 | ***Explain that they are going to attach the pegs to their stegosaurus, but they are only allowed to pick one, two or three pegs at a time, taking it in turns. This is a game of strategy, and the winner is the child who can pick up the last peg.***Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. | Use and understand language related to adding and subtracting, including 'more than, less than' and 'the same as'. | The same as means that both quantities match. More than is a bigger amount. Less than is a smaller amount. |
| Develop**Dino dig**Lesson 2 | ***Model accurate counting by putting the bones in a line and touching each one as you count them. Then challenge the children to put the bones in order from smallest to largest.***Use everyday language to talk about length and height, weight and capacity.Solve simple problems related to length, height, capacity, weight, time and money. | Use language in their play, including heavy, light, heavier, lighter, long, short, longer, shorter, tall, taller, full and empty. | Items can be measured to show how long, tall or heavy they are. |

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| **Dangerous Dinosaurs** | **Learning Objective** | **Skills** | **Knowledge** |
| Develop**Dinosaur footprints**Lesson 3 | ***Use the Tyrannosaurus footprint picture card to make a paper footprint. The footprint should measure approximately 1m long by 46cm wide. Display the footprint and invite the children to compare the size of their feet with the tyrannosaurus' footprint. Ask the question 'How many of our footprints would fit inside the tyrannosaurus' footprint?'***Compare the length and height of everyday objects. | Compare and order the length and height of two to three objects and use and understand the language tall, taller, tallest, long, longer, longest, short, shorter and shortest. | Items can be measured using non-standard units to show how long or tall they are. |
| Develop**Favourite dinosaur**Lesson 4 | ***Make a list together of their favourites or use the Dinosaur and pterosaur pictogram template. Provide each child with a voting token to place on their favourite reptile. Count up the number of votes for each to find the class favourite.***Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity | Record data in simple tables and pictograms. | Data can be recorded in tables and pictograms. |
| Develop**Foot steps**Lesson 5 | ***Provide the children with the Cave baby footprint game template, the dice made from the Dice templates and counters. Explain how to play the game.***Have a deep understanding of number to 10, including the composition of each number. | Count objects, actions and sounds, up to 10 forwards and backwards, beginning at zero, one or any given number and link numerals with its cardinal number value. | Numbers follow a sequence. Each number is one more than the previous number. The last number reached when counting tells you how many there are in total. |
| Develop**Shape dinosaurs**Lesson 6 | ***Display toy dinosaurs and a basket containing a variety of 2-D shapes. Invite the children to handle the shapes, name them and discuss their properties. Explain that they are going to use the shapes to create a dinosaur.***Recognise and name common 2-D shapes. | Use mathematical names for common 2-D shapes and explore shapes in their play | 2-D shapes are flat. They have a different number of sides and angles. 2-D shapes can be folded and cut into different 2-D shapes. They can also be put together to make other 2-D shapes. |

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| **Dangerous Dinosaurs** | **Learning Objective** | **Skills** | **Knowledge** |
| Develop**How many dinosaurs?**Lesson 5 | ***Display 10 dinosaurs or ask each child to count out 10 small model dinosaurs from a larger group. Ask the children to line up their dinosaurs and check that there are 10. Give each child a dice and ask them to roll it to find out how many dinosaurs to take away.***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. | Explore addition and subtraction with numbers to 10, using concrete objects, pictorial representations and number lines. | Numbers to 10 can be made in different ways, but the total is the same each time. |
| Enhanced Provision**Dinosaur Spikes**Lesson 6 | ***Provide cut out dinosaurs with the numerals 1 to 10 drawn on them. Offer pegs for the children to attach the correct amount on each dinosaur.***Have a deep understanding of number to 10, including the composition of each number. | Count objects, actions and sounds, up to 10 forwards and backwards, beginning at zero, one or any given number and link numerals with its cardinal number value. | Numbers follow a sequence. Each number is one more than the previous number. The last number reached when counting tells you how many there are in total. |
| Enhanced Provision**Voting station**Lesson 7 | ***Create a voting station and put pictures of two different prehistoric animals up each day. Provide voting tokens or the children's photos for them to vote for their favourite each day. Encourage the children to count the number of votes***Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. | Record data in simple tables and pictograms. | Data can be recorded in tables and pictograms. |
| Enhanced Provision**Souvenir shop**Lesson 8 | ***Set up a dinosaur souvenir shop for the children to use. You could make salt dough fossils and offer the Postcard template and colouring pencils, for children to make dinosaur postcards to sell.*** Use everyday language to talk about money.Solve simple problems related to length, height, capacity, weight, time and money. | Use money, including coins, in role play situations. | There are different types of coins. Each coin is worth a different amount. |

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| **Puddles and Rainbows** | **Learning Objective** | **Skills** | **Knowledge** |
| Develop**Puddles**Lesson 1 | ***Chalk large puddle shapes on the ground in an outdoor space. Invite the children to skip around the puddles. Explain that, when you shake a tambourine, they must stand in a puddle in a group of three or four children. When they are in their puddle group, ask them to show how many children are in their group on their fingers.***Have a deep understanding of number to 10, including the composition of each number. | Explore the composition of numbers to 10 and compare numbers. | Numbers to 10 can be made in different ways but the total is the same each time. |
| Develop**Favourite colours**Lesson 2 | ***Display a variety of coloured triangles cut from paper or thin card. Invite the children to choose their favourite colour triangle. Provide lengths of string or ribbon and double-sided tape. Attach the children's chosen triangles, in colour groups, to the lengths of string to make coloured bunting. Compare the lengths of the bunting and count the number of triangles on each one to discover which is the most popular colour.***Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. | Record data in simple tables and pictograms. | Data can be recorded in tables and pictograms. |
| Enhanced Provision**Patterns**Lesson 3 | ***Offer coloured beads and penne pasta dyed in different colours. Provide pipe cleaners and ribbons for threading and pattern making***.Understand and use positional language in relation to place, direction and objects. | Continue, copy and create repeating patterns using a variety of objects. |  |

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| **Sunshine and Sunflowers** | **Learning Objective** | **Skills** | **Knowledge** |
| Engage**Number trail**Lesson 1 | ***Chalk number lines to 10 and 20 outside. Ask the children to jump forwards and backwards along the number lines, saying the numbers as they jump. Give the children instructions, such as 'start at number five and jump forward three.'***Have a deep understanding of number to 10, including the composition of each number. | Count objects, actions and sounds, up to 10 forwards and backwards, beginning at zero, one or any given number and link numerals with its cardinal number value. | Numbers follow a sequence. Each number is one more than the previous number. The last number reached when counting tells you how many there are in total. |
| Develop**Outdoor Maths**Lesson 2 | ***Set up hoops or buckets with numbers 1–5 on them. Provide the children with three beanbags each and invite them to take turns to throw their beanbags into the hoops and add up their score. Offer dry wipe boards and pens for the children to record their scores.***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. | Recall number bonds to five and explore the different ways that groups of six–10 objects can be represented. Examples include, three and four together make seven, and seven take away four leaves three | There are different ways of separating numbers into two groups but the total is still the same. |
| Develop**Ice cream shop**Lesson 3 | ***Provide the children with purses, wallets, toy till, toy money, ice cream scoops and aprons. Play with the children in the shop, setting challenges involving money,*** Use everyday language to talk about money.Solve simple problems related to length, height, capacity, weight, time and money. | Use money, including coins, in role play situations. | There are different types of coins. Each coin is worth a different amount. |
| Develop**Seed maths**Lesson 4 | ***Display a tray with 10 broad beans and the Numeral 0–5 picture cards.*** 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. | Recall number bonds to five and explore the different ways that groups of six–10 objects can be represented. Examples include, three and four together make seven, and seven take away four leaves three. | There are different ways of separating numbers into two groups but the total is still the same. |

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| **Sunshine and Sunflowers** | **Learning Objective** | **Skills** | **Knowledge** |
| Develop**Ladybird maths**Lesson 5 | ***Cut out oval shapes from red paper and fold them in half lengthways. Provide children with corks and black ready-mixed paint. Invite them to print black dots onto one side of the red paper and then fold it over, press it down and open it up. Encourage the children to predict how many dots there will be in total when they open the paper up.***Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. | Double quantities within 10 and explore how to share amounts evenly using concrete resources. | Doubling is adding the same number to itself. Sharing something evenly means that each group has the same amount. Only even numbers can be shared equally between two sets. |
| Enhanced Provision**Paddling Pool**Lesson 6 | ***Fill water trays, paddling pools, a Tuff Tub and other containers with water. Provide bottles, containers, spoons, scoops, syringes, pipettes, funnels and water pistols for splashy fun.***Compare the capacity of everyday objects.Solve simple problems related to length, height, capacity, weight, time and money. | Compare and order the capacity of two to three items in sand and water play and use and understand the language full and empty. | The capacity of an object is how much it can hold. |
| Enhanced Provision**Sandcastles**Lesson 7 | ***Offer shells, sticks and small pebbles for the children to decorate sandcastles with repeating patterns.***Understand and use positional language in relation to place, direction and objects. | Continue, copy and create repeating patterns using a variety of objects. |  |
| Enhanced provision**Garden centre**Lesson 8 | ***Provide plant pots, seed trays, seed labels, seed packets and gardening equipment for the children to buy and sell.***Use everyday language to talk about money.Solve simple problems related to length, height, capacity, weight, time and money. | Use money, including coins, in role play situations. | There are different types of coins. Each coin is worth a different amount. |
| Enhanced Provision**Outdoor Cafe**Lesson 9 | ***Provide a till, toy money, purses, wallets and bags for the children to visit the outdoor café to buy drinks and food.***Use everyday language to talk about money.Solve simple problems related to length, height, capacity, weight, time and money. | Use money, including coins, in role play situations. | There are different types of coins. Each coin is worth a different amount. |

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| **Sunshine and Sunflowers** | **Learning Objective** | **Skills** | **Knowledge** |
| Enhanced provision**How many seeds?**Lesson 10 | ***Provide slices of watermelon, one minute timers and easy grip tweezers. Challenge the children to see how many seeds they can pick out of the watermelon in one minute.***Measure short periods of time in simple ways. | Use simple timers to measure periods of time. |  |
| Enhanced Provision**Caterpillars**Lesson 11 | ***Display green play dough and the Caterpillar picture cards. Challenge the children to make caterpillars out of the dough and provide them with interlocking cubes to measure the lengths of the caterpillars.***Use everyday language to talk about length and height, weight and capacity.Solve simple problems related to length, height, capacity, weight, time and money. | Use language in their play, including heavy, light, heavier, lighter, long, short, longer, shorter, tall, taller, full and empty. | Items can be measured to show how long, tall or heavy they are. |
| **Shadows and reflections** | **Learning Objective** | **Skills** | **Knowledge** |
| Develop**Mirror maths**Lesson 1 | ***Provide the children with a selection of counting objects, such as counters, cubes, shells or rubber sorting characters. Also include maths mirrors and dice. Explain that they need to roll the die and count out that number of objects. They will then put the mirror next to the objects to double the amount***.Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. | Double quantities within 10 and explore how to share amounts evenly using concrete resources. | Doubling is adding the same number to itself. Sharing something evenly means that each group has the same amount. Only even numbers can be shared equally between two sets. |
| Develop**Folding Symmetry**Lesson 2 | ***Provide the children with a selection of paper shapes, including circles, squares, rectangles and triangles. Show them how to fold the shape in half along its line of symmetry. Talk about the different shapes that are made as they are folded.***Recognise and name common 2-D shapes. | Use mathematical names for common 2-D shapes and explore shapes in their play. | 2-D shapes are flat. They have a different number of sides and angles. 2-D shapes can be folded and cut into different 2-D shapes.. |

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| **Shadows and reflections** | **Learning Objective** | **Skills** | **Knowledge** |
| Enhanced Provision**Shadow shapes**Lesson 3 | ***Display a range of 3-D shapes outside on white paper for the children to explore the shadows they cast. Provide black felt tip pens for the children to draw the shadow shapes.***Recognise and name common 3-D shapes. | Use mathematical names for common 3-D shapes and use 3-D shapes in their play. | 3-D shapes are solid shapes. They have a different number of faces and edges. The faces are made up of different 2-D shapes. |
| Enhanced Provision**Counting collection**Lesson 4 | ***Create a counting collection for the children to explore. Include mirror numbers and a range of resources for the children to count, such as interlocking cubes, rubber sorting characters, shells and glass beads***.Have a deep understanding of number to 10, including the composition of each number. | Count objects, actions and sounds, up to 10 forwards and backwards, beginning at zero, one or any given number and link numerals with its cardinal number value. | Numbers follow a sequence. Each number is one more than the previous number. The last number reached when counting tells you how many there are in total. |
| Enhanced Provision**Socks**Lesson 5 | ***Provide a bag of patterned socks and challenge the children to put them into pairs.***Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. | Double quantities within 10 and explore how to share amounts evenly using concrete resources. | Doubling is adding the same number to itself. Sharing something evenly means that each group has the same amount.  |
| Enhanced Provision**Sand Patterns**Lesson 6 | ***Stand plastic mirrors in the sand tray with damp sand. Offer printing rollers to make patterned tracks and add sticks, shells and pebbles for pattern making.***Understand and use positional language in relation to place, direction and objects. | Continue, copy and create repeating patterns using a variety of objects. |  |
| Enhanced Provision**Shadow towers**Lesson 7 | ***Provide wooden blocks outside on rolls of white paper on a sunny day. Challenge the children to build a tower and see the shadows it makes.*** Use everyday language to talk about length and height, weight and capacity. Solve simple problems related to length, height, capacity, weight, time and money. | Use language in their play, including heavy, light, heavier, lighter, long, short, longer, shorter, tall, taller, full and empty. | Items can be measured to show how long, tall or heavy they are. |

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| **Big Wide World** | **Learning Objective** | **Skills** | **Knowledge** |
| Develop**Food around the world**Lesson 1 | ***Provide each child with a My tortilla pizza template and ask them to design their pizza and label the toppings they will use. When complete, provide them with the ingredients and make the pizzas.***Use everyday language to talk about length and height, weight and capacity. | Follow instructions, including simple recipes, that include measures and ingredients. | A recipe is set of instructions for preparing a dish and includes a list of the ingredients required |
| Develop**Make a flag**Lesson 2 | ***Display the Flags around the world picture cards. Explain that all countries have a unique flag. Ask the children if they have ever seen flags being used, such as at sporting events or on buildings. Invite the children to talk about the shapes and colours used on the flags.***Recognise and name common 2-D shapes. | Use mathematical names for common 2-D shapes and explore shapes in their play. | 2-D shapes are flat. They have a different number of sides and angles. 2-D shapes can be folded and cut into different 2-D shapes. They can also be put together to make other 2-D shapes. |
| Develop**Animal counting**Lesson 3 | ***Show the Animal counting presentation and encourage the children to count the animals shown. Ask them to show the numbers on their fingers. Provide the Animal counting cut outs, scissors, glue, felt tip pens and A3 paper. Invite the children to create animal counting pictures using the resources.***Have a deep understanding of number to 10, including the composition of each number.Knowledge Reception | Count objects, actions and sounds, up to 10 forwards and backwards, beginning at zero, one or any given number and link numerals with its cardinal number value. | Numbers follow a sequence. Each number is one more than the previous number. The last number reached when counting tells you how many there are in total. |
| Develop**Journeys** Lesson 4 | ***Invite the children to choose a partner. Tell them that they are going to send their partner on a journey across the grid, avoiding the cones. Explain that the child moving across the grid can only do what their partner tells them, so they need to listen carefully to their instructions.***Understand and use positional language in relation to place, direction and objects. | Use and understand language that describes where objects are in relation to each other. | Positional language includes under, over, next to, behind, in front, above and through. |

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| **Big Wide World** | **Learning Objective** | **Skills** | **Knowledge** |
| Enhanced Provision**Shape vehicles**Lesson 5 | ***Provide a selection of 2-D shapes, coloured paper, pencils, scissors, glue and the Transport picture cards. Invite the children to create vehicle pictures using cut out shapes.***Recognise and name common 2-D shapes. | Use mathematical names for common 2-D shapes and explore shapes in their play. | 2-D shapes are flat. They have a different number of sides and angles. 2-D shapes can be folded and cut into different 2-D shapes. They can also be put together to make other 2-D shapes. |
| Enhanced Provision**Parking**Lesson 6 | ***Provide toy vehicles labelled with numbers 1–10. Work with the children to draw a road map on a large roll of paper with felt tip pens and add parking bays.***Have a deep understanding of number to 10, including the composition of each number. | Count objects, actions and sounds, up to 10 forwards and backwards, beginning at zero, one or any given number and link numerals with its cardinal number value. | Numbers follow a sequence. Each number is one more than the previous number. The last number reached when counting tells you how many there are in total. |
| **Splash** | **Learning Objective** | **Skills** | **Knowledge** |
| Innovate**Making Ice Lollies**Lesson 1 | ***Ask the children how they think ice lollies are made and their ingredients. Share the Ice lollies recipe and read it with the children. Then, provide a selection of fruit juices, yoghurt, soft fruits and ice lolly moulds.***Use everyday language to talk about length and height, weight and capacity. | Follow instructions, including simple recipes, that include measures and ingredients. | A recipe is set of instructions for preparing a dish and includes a list of the ingredients required. |
| Develop**How many?**Lesson 2 | ***Invite the children to roll the dice and count out the correct number of animals to put in one of the template's 'part' sections.*** 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. | Explore addition and subtraction with numbers to 10, using concrete objects, pictorial representations and number lines. | Numbers to 10 can be made in different ways, but the total is the same each time. |

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| **Splash** | **Learning Objective** | **Skills** | **Knowledge** |
| Develop**Pour it**Lesson 3 | ***Provide a selection of plastic bottles, yoghurt pots, plastic boxes, cups and spoons to the water tray. Ensure some containers look very different but have the same capacity.***Compare the capacity of everyday objects.Solve simple problems related to length, height, capacity, weight, time and money.Knowledge Reception | Compare and order the capacity of two to three items in sand and water play and use and understand the language full and empty. | The capacity of an object is how much it can hold. |
| Enhanced provision**Water play**Lesson 4 | ***Add a range of jugs, funnels, plastic bottles, tubing, and guttering to the water tray for the children to transfer water and explore capacity.***Use everyday language to talk about length and height, weight and capacity. | Use language in their play, including heavy, light, heavier, lighter, long, short, longer, shorter, tall, taller, full and empty. | Items can be measured to show how long, tall or heavy they are. |
| Enhanced provision**Squirt it**Lesson 5 | ***Chalk numbers to 12 on an outside wall and provide the children with two large dice and water pistols or spray bottles.***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. | Recall number bonds to five and explore the different ways that groups of six–10 objects can be represented. Examples include, three and four together make seven, and seven take away four leaves three. | There are different ways of separating numbers into two groups but the total is still the same. |
| Enhanced provision**Fishing for numbers**Lesson 6 | ***Add plastic numerals, shells and pebbles to a water tray.***Have a deep understanding of number to 10, including the composition of each number. | Count objects, actions and sounds, up to 10 forwards and backwards, beginning at zero, one or any given number and link numerals with its cardinal number value. | Numbers follow a sequence. Each number is one more than the previous number.  |
| Enhanced provision**Five little speckled frogs**Lesson 7 | ***Learn the song Five Little Speckled Frogs and leave five plastic frogs in a water tray with a log and plastic insects or caterpillars for the children to play with independently.***Have a deep understanding of number to 10, including the composition of each number. | Find one more or one less than numbers to 10. |  |

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| **Splash** | **Learning Objective** | **Skills** | **Knowledge** |
| Enhanced provision**Car wash**Lesson 8 | ***Provide spray bottles full of soapy water, buckets, sponges, cleaning cloths and window squeegees. Display the Car wash price list poster. Set up a car wash in the outside area. Encourage the children to bring the ride on vehicles to be washed.*** Use everyday language to talk about money.Solve simple problems related to length, height, capacity, weight, time and money. | Use money, including coins, in role play situations. | There are different types of coins. Each coin is worth a different amount. |
| **Moving on** | **Learning Objective** | **Skills** | **Knowledge** |
| Develop**Clocks and Time**Lesson 1 | ***Invite the children to order the activities and talk about the structure of the day. Show the children a clock and explain that it records the time and shows us when we do different activities. Point out the numbers around the clock's edge and show how the hands go around. Show a range of times on the clock and link these to the photographs of activities in the day.***Use everyday language associated with time. | Order and sequence familiar events, such as everyday routines. | Events can be sequenced using everyday words, such as first, then, next, morning and afternoon. |
| Enhanced Provision**How Tall?**Lesson 2 | ***Provide rolls of paper, chalk, large wooden or plastic blocks and a variety of measuring equipment. Challenge the children to find out how tall they are using the resources.***Solve simple problems related to length, height, capacity, weight, time and money. | Compare quantities and objects to solve problems. | Items can be measured to show how long, tall or heavy they are. Capacity shows how much a container holds. |
| Enhanced Provision**Timers**Lesson 3 | ***Display a selection of clocks, timers and watches for the children to explore.***Measure short periods of time in simple ways. | Use simple timers to measure periods of time. |  |
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