| Autumn Theme | Settling in | Just like me | It's me 123 | Light \& dark |
| :---: | :---: | :---: | :---: | :---: |
|  | Weeks 1-3 | Weeks 4-6 | Weeks 7-9 | Weeks 10-12 |
| Objectives | Build trusting relationships <br> Ensure children have good levels of well-being and involvement to be ready to learn. | Matching the same <br> Comparing different <br> Sorting <br> Odd one out <br> Comparing amounts/size/mass/capacity <br> Using balance scales <br> Make simple patterns | Representing 1,2,3 <br> Comparing 1,2,3 <br> Composition of 1,2,3 <br> Subitising <br> Circles and triangles <br> Spatial awareness <br> Positional language | Counting, representing, building number 1-5 <br> Mark making <br> One more, one less <br> Ordering numbers <br> Shapes with 4 sides <br> Combining shapes <br> Ordering routines <br> Positional language |
| Spring Theme | Alive in 5 | Growing | Building 9 \& 10 | Consolidation |
|  | Weeks 1-3 | Weeks 4-6 | Weeks 7-9 | Weeks 10-12 |
| Objectives | Introducing o <br> Compare numbers to 5 <br> Composition on 4 and 5 <br> Compare mass <br> Compare capacity | Numbers 1-10 mainly 6, 7, 8 <br> Making pairs <br> Using 10 frames <br> Composition of 6,7,8 <br> Combining 2 groups | Numbers 1-10 mainly 9 and 10 <br> Comparing numbers to 10 <br> Number bonds to 10 <br> 3D shapes <br> Pattern | Subitising <br> Counting <br> Composition <br> Sorting and matching <br> Comparing and ordering |


|  | Balancing numicon <br> Number bonds to 10 | Length and height <br> Time and measuring |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Summer Theme | To 20 and beyond | First, then, now | Find my pattern | On the move |
|  | Weeks 1-3 | Weeks 4-6 | Weeks 7-9 | Weeks 10-12 |
| Objectives | Subitising <br> Counting <br> Composition <br> Sorting and matching <br> Comparing and ordering <br> Number bonds 10-20 <br> Counting patterns beyond 10 <br> Spatial reasoning | Subitising <br> Counting <br> Composition <br> Sorting and matching <br> Comparing and ordering <br> Adding more <br> Taking away <br> Spatial reasoning | Doubling <br> Sharing equally <br> Count to 100 <br> Recognise the counting system <br> Explorer and represent patterns in number like odds and evens | Doubling <br> Count to 100 <br> Recognise the counting system <br> Explorer and represent patterns in number like odds and evens <br> Adding more <br> Taking away |

