



- All 4-5 years AREs from new EYFS curriculum are covered and learning outcomes for Number and Calculations are revisited and consolidated, including opportunities for 'Reasoning, Problem-Solving and Applying'.
- From the start of the Autumn Term through tot Spring 2, maths is heavily-weighted with 'Number' and 'Composition' skills with a clear focus on a number per week in order to build a solid foundation for the deeper understanding of numbers to ten. Thereafter, there will be a balance of compositional skills along with numerical patterns, shapes and measures.
- From Spring 2, each week will begin with a number focus teach in order to embed further the composition of numbers to their maximum extent through recognition, counting, ordering and subitising. This will also be reinforced through OMS each day and will thus provide a secure grounding in terms of understanding what a number/amount comprises of and recognising appropriate number bonds.

	W1	W2	W3	W4	W5	W6	W7
	*Baseline (Statutory)	*Baseline (Statutory)	Baseline (In House)	OMS: Counting rhymes to 5	OMS: Counting rhymes to 5	OMS: Counting rhymes to 5	OMS: Counting rhymes to 5
AUTUMN 1				<u>Zero</u> Introduce Zero through Ten Town (song and story) Show zero on fingers Form zero in different media using ten town rhyme Show images of number in the environment – on phone, remote, clock, scales, doors, car reg etc. Identify number in environment e.g. number hunt Represent number in others ways e.g. empty, nothing	<u>One</u> Introduce one through Ten Town (song and story) Show one on fingers Form one in different media using ten town rhyme Show images of number in the environment – on phone, remote, clock, scales, doors, car reg etc. Identify number in environment e.g. number hunt Represent number in others ways e.g. on a 10s grid, on a clock, objects, cube towers, numicon, coins, dice, dominoes, playdough, shape (circle) Compare to previous numbers taught – number line, amounts, one more and less Composition of number	<u>Two</u> Introduce two through Ten Town (song and story) Show two on fingers Form two in different media using ten town rhyme Show images of number in the environment – on phone, remote, clock, scales, doors, car reg etc. Identify number in environment e.g. number hunt Represent number in others ways e.g. on a 10s grid, on a clock, objects, cube towers, numicon, coins, dice, dominoes, playdough, shape (semi-circle) Compare to previous numbers taught – number line, amounts, one more and less Composition of number	<u>Three</u> Introduce three through Ten Town (song and story) Show three on fingers Form three in different media using ten town rhyme Show images of number in the environment – on phone, remote, clock, scales, doors, car reg etc. Identify number in environment e.g. number hunt Represent number in others ways e.g. on a 10s grid, on a clock, objects, cube towers, numicon, coins, dice, dominoes, playdough, shape (triangle) Compare to previous numbers taught – number line, amounts, one more and less Composition of number

	W1	W2	W3	W4	W5	W6	W7
	OMS: Subitising to 3	OMS: Subitising to 3	OMS: Subitising to 5	OMS: Subitising to 5	OMS: Number bonds to 5	OMS: Number bonds to 5	OMS: Composition to 6
	<u>Four</u> Introduce four through Ten Town (song and story)	<u>Five</u> Introduce five through Ten Town (song and story)	<u>Number bonds to 5</u> 4-5: Explore the composition of numbers up to 5.	<u>Consolidation to 5</u> 4-5 Count objects, actions and sounds.	<u>Six</u> Introduce six through Ten Town (song and	<u>Seven</u> Introduce seven through Ten Town (song and	<u>Consolidation Week</u> 4-5 Count objects, actions and sounds.
	Show four on fingers Form four in different media using ten town rhyme Show images of number in the environment – on phone, remote, clock,	Show five on fingers Form five in different media using ten town rhyme Show images of number in the environment – on phone, remote, clock,	4-5: Automatically recall numbers bonds 0- 5.	 4-5 Link the number symbol (numeral) with its cardinal number value. 4-5 Compare numbers. (vocab of more, less, 	story) Show six on fingers Form six in different media using ten town rhyme Show images of number in the environment – on	story) Show seven on fingers Form seven in different media using ten town rhyme Show images of number in the environment – on	4-5 Link the number symbol (numeral) with its cardinal number value. 4-5 Compare numbers.
UTUMN 2	scales, doors, car reg etc. Identify number in environment e.g. number hunt Represent number in others ways e.g. on a 10s grid, on a clock,	scales, doors, car reg etc. Identify number in environment e.g. number hunt Represent number in others ways e.g. on a 10s grid, on a clock,		equal) 4-5 Understand the 'one more than/one less than' relationship between consecutive numbers.	phone, remote, clock, scales, doors, car reg etc. Identify number in environment e.g. number hunt Represent number in others ways e.g. on a	phone, remote, clock, scales, doors, car reg etc. Identify number in environment e.g. number hunt Represent number in others ways e.g. on a	(vocab of more, less, equal) 4-5 Understand the 'one more than/one less than' relationship between consecutive numbers.
4	objects, cube towers, numicon, coins, dice, dominoes, playdough, shape (square, rectangle) Compare to previous numbers taught — number line, amounts, one more and less Composition of number	objects, cube towers, numicon, coins, dice, dominoes, playdough, shape (pentagon) Compare to previous numbers taught – number line, amounts, one more and less Composition of number		4-5 Explore the composition of numbers to 5.4-5 Automatically recall number bonds for numbers 0–5.	10s grid, on a clock, objects, cube towers, numicon, coins, dice, dominoes, playdough, shape (hexagon) Compare to previous numbers taught – number line, amounts, one more and less Composition of number	10s grid, on a clock, objects, cube towers, numicon, coins, dice, dominoes, playdough, Compare to previous numbers taught – number line, amounts, one more and less Composition of number	4-5 Explore the composition of numbers to 7.

OMS: Composition to 7 EightOMS: Composition to 8 NineOMS: Composition to 9 TenOMS: order numbers to 10OMS: Number bonds to 10OMS:	W1	W2	W3	W4	W5	W6	W7
etc. etc. symbol (numeral) with its cardinal number Identify number in environment e.g. number hunt Represent number in others ways e.g. on a 10s grid, on a clock, dojects, cube towers, numicon, coins, dice, dominoes, playdough, shape (octaagon) Objects, cube towers, objects, cube towers, numbers taught – number staught – number line, amounts, one more and less number in others ways e.g. on a 10s grid, on a clock, objects, cube towers, numicon, coins, dice, dominoes, playdough, shape (octaagon) Compare to previous numbers taught – numbers taught – number line, amounts, one more and less A-5 Understand the 'one more than/one less Composition of number Composition of number Composition of number A-5 Explore the composition of number	W1 OMS: Composition to 7 <u>Eight</u> Introduce eight through Ten Town (song and story) Show eight on fingers Form eight in different media using ten town rhyme Show images of number in the environment – on phone, remote, clock, scales, doors, car reg etc. Identify number in environment e.g. number hunt Represent number in others ways e.g. on a 10s grid, on a clock, objects, cube towers, numicon, coins, dice, dominoes, playdough, shape (octaagon) Compare to previous numbers taught – number line, amounts, one more and less Composition of number	W2OMS: Composition to 8NineIntroduce nine through Ten Town (song and story)Show nine on fingersForm nine in different media using ten town rhymeShow nine on fingersForm nine in different media using ten town rhymeShow images of number in the environment – on phone, remote, clock, scales, doors, car reg etc.Identify number in environment e.g. number huntRepresent number in others ways e.g. on a 10s grid, on a clock, objects, cube towers, numicon, coins, dice, dominoes, playdough, Compare to previous number line, amounts, one more and less Composition of number	W3 OMS: Composition to 9 <u>Introduce ten through</u> Ten Town (song and story) Show ten on fingers Form ten in different media using ten town rhyme Show images of number in the environment – on phone, remote, clock, scales, doors, car reg etc. Identify number in environment e.g. number hunt Represent number in others ways e.g. on a 10s grid, on a clock, objects, cube towers, numicon, coins, dice, dominoes, playdough, Compare to previous number line, amounts, one more and less Composition of number	W4 OMS: order numbers to 10 Number bonds to 10 4-5: Explore the composition of numbers up to 10. 4-5: Automatically recall numbers bonds 0- 10.	 W5 OMS: Number bonds to 10 ELG: Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 and some number bonds to 10, <u>Consolidation to 10</u> 4-5 Count objects, actions and sounds. 4-5 Link the number symbol (numeral) with its cardinal number value. 4-5 Compare numbers. (vocab of more, less, equal) 4-5 Understand the 'one more than/one less than' relationship between consecutive numbers. 4-5 Explore the composition of numbers to 10. 4-5 Automatically recall 	W6OMS: Number bonds to10ELG: Automaticallyrecall (without referenceto rhymes, counting orother aids) numberbonds up to 5 and somenumber bonds to 10,Addition to 10(Practical/Formal)4-5: Explore thecomposition of numbersup to 10.	W7 OMS: Number bonds to 10 ELG: Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 and some number bonds to 10, <u>Subtraction to 10</u> (Practical/Formal) 4-5: Explore the composition of numbers up to 10.

	W1	W2	W3	W4	W5	W6	W7
SPRING 2	OMS: Comparing quantities to 10 ELG: Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. <u>Recognising/Properties</u> <u>2D Shapes</u> 4-5: Select, rotate and manipulate shapes in order to develop spatial reasoning skills. One day a week recapping numbers to ten Differentiate to needs of pupils ELG: Have a deep understanding of number to 10, including the composition of each number.	OMS: Comparing quantities to 10 ELG: Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. <u>Recognising/Properties 3D Shapes Nets</u> 4-5: Select, rotate and manipulate shapes in order to develop spatial reasoning skills. 4-5: Compose and decompose shapes 4so that children recognise a shape can have other shapes within it, just as numbers can. One day a week recapping numbers to ten Differentiate to needs of pupils ELG: Have a deep understanding of number to 10, including the composition of each number.	OMS: Addition to 10 ELG: Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. <u>Repeating Patterns/Colours and Shapes</u> 4-5: Continue, copy and create repeating patterns. One day a week recapping numbers to ten Differentiate to needs of pupils ELG: Have a deep understanding of number to 10, including the composition of each number.	OMS: Subtraction to 10 ELG: Have a deep understanding of number to 10, including the composition of each number. <u>Consolidation of shape</u> <u>and pattern</u> 4-5: Select, rotate and manipulate shapes in order to develop spatial reasoning skills. 4-5: Compose and decompose shapes 4so that children recognise a shape can have other shapes within it, just as numbers can. 4-5: Continue, copy and create repeating patterns. One day a week recapping numbers to ten Differentiate to needs of pupils ELG: Have a deep understanding of number to 10, including the composition of each number.	OMS: Count beyond 10 (up to 20) 4-5: Count beyond 10 <u>Addition & subtraction</u> <u>to 10</u> (Practical/Formal) 4-5: Explore the composition of numbers up to 10. One day a week recapping numbers to ten Differentiate to needs of pupils ELG: Have a deep understanding of number to 10, including the composition of each number.	OMS: Count beyond 10 (up to 20) 4-5: Count beyond 10 <u>Doubling</u> 4-5: Explore the composition of numbers up to 10. ELG: Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. One day a week recapping numbers to ten Differentiate to needs of pupils ELG: Have a deep understanding of number to 10, including the composition of each number.	N/A

	W1	W2	W3	W4	W5	W6	W7
ľ	OMS: Recalling doubles	OMS: Recalling halving	OMS: Odd and Even	OMS: Money -	OMS: Time – reading	OMS: Comparing height	N/A
	up to double 5	facts up to half of 10	numbers up to 10	composition to 10	o'clock times	and length	
	ELG: Explore and	ELG: Explore and	ELG: Explore and	T .			
	represent patterns	represent patterns	represent patterns	lime	<u>Height/Length</u>	<u>Consolidation week</u>	
	10 including evens and	10 including evens and	10 including evens and	Recan of time at O'clock	4-5. Compare length		
	odds double facts and	odds double facts and	odds double facts and	taught to date	weight and capacity	Recap skills taught	
	how quantities can be	how quantities can be	how quantities can be	(subitising numbers)		this half term that	
	distributed equally.	distributed equally.	distributed equally.		One day a week	children need to	
				One day a week	recapping numbers	embed further.	
	Halving/Sharing	<u>Odds and Evens</u>	<u>Money – Recognition,</u>	recapping numbers	to ten		
	(Practical		Addition/subtraction	to ten	Differentiate to	One day a week	
	Division/Shapes/	4-5: Explore the	A.E. Fundana dha	Differentiate to	needs of pupils	to ten	
	Sharing by 2)	up to 10	4-J: Explore the	needs of pupils	ELG: Have a deep	Differentiate to	
	4-5. Explore the	up to 10.	up to 10	LLG: Have a deep	understanding of	needs of pupils	
	composition of numbers	One dau a week		number to 10 including	the composition of each	ELG: Have a deep	
-	up to 10.	recapping numbers	One day a week	the composition of each	number	understanding of	
ER		to ten	recapping numbers	number.		number to 10, including	
Σ	One day a week	Differentiate to	to ten			the composition of each	
≥ N	recapping numbers	needs of pupils	Differentiate to			number.	
S	to ten	ELG: Have a deep	needs of pupils				
	Differentiate to	understanding of	ELG: Have a deep				
	needs of pupils	number to 10, including	understanding of				
	understanding of	the composition of each	the composition of each				
	number to 10. including	number.	number.				
	the composition of each						
	number.						

DMS: Verbally count beyond 20 4-5: Count beyond 10 ELG: Verbally count beyond 20, recognising the pattern of the counting system.DMS: Compare quantities up to 10 ELG: Verbally count beyond 20, recognising the pattern of the counting system.DMS: Compare quantities up to 10 ELG: Verbally count beyond 20, recognising the pattern of the counting system.DMS: Number bond to 10 ELG: Verbally count beyond 20, recognising the pattern of the counting system.DMS: Number bond to 10 and the pattern of the counting system.DMS: Number bond to 10 including evens and to 10, including to 10, including to 10, including or the and capacity.DMS: Number bond to 10, including evens and to 10, including to 10, including out to 10, including out to 10, including out the counting system.DMS: Number bond to 10, including evens and to 10, including to 10, including out to the Differentiate to number.DMS: Number bonds to 10, including to 10, including to 10, including out the goal 20, recognising the composition of each number.DMS: Number bonds to 10, including to 10, including to 10, including out the goal 20, recognising to ten Differentiate to needs of pupils ELG: Have a deep understanding of number to 10, including the composition of each number.DMS: Number bonds to 10, including to 10, including the composition of each number.DMS: Number bonds to 10, including the composition of each		W 1	W2	W3	W4	W5	W6	W7
	SUMMER 2	OMS: Verbally count beyond 20 4-5: Count beyond 10 ELG: Verbally count beyond 20, recognising the pattern of the counting system. <u>Weight</u> 4-5: Compare length, weight and capacity. One day a week recapping numbers to ten Differentiate to needs of pupils ELG: Have a deep understanding of number to 10, including the composition of each number.	OMS: Verbally count beyond 20 4-5: Count beyond 10 ELG: Verbally count beyond 20, recognising the pattern of the counting system. <u>Counting in</u> <u>groups/Steps (2,5 and 10)</u> 4-5: Count objects, actions and sounds 4-5: Count beyond 10 ELG: Verbally count beyond 20, recognising the pattern of the counting system. One day a week recapping numbers to ten Differentiate to needs of pupils ELG: Have a deep understanding of number to 10, including the composition of each number.	OMS: Compare quantities up to 10 ELG: Compare quantities to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. <u>Counting in Groups</u> (Practical Multiplication) 4-5: Count objects, actions and sounds. 4-5: Count beyond 10. ELG: Verbally count beyond 20, recognising the pattern of the counting system. One day a week recapping numbers to ten Differentiate to needs of pupils ELG: Have a deep understanding of number to 10, including the composition of each number.	OMS: Number bond to 10 ELG: 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. <u>Repeating Patterns – Numbers and Letters</u> 4-5:Continue, copy and create repeating patterns. ELG: Numerical patterns One day a week recapping numbers to ten Differentiate to needs of pupils ELG: Have a deep understanding of number to 10, including the composition of each number.	OMS: Doubling up to double 5 ELG: Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. <u>Capacity</u> 4-5:Compare length, weight and capacity. One day a week recapping numbers to ten Differentiate to needs of pupils ELG: Have a deep understanding of number to 10, including the composition of each number.	OMS: Halving up to half of 10 ELG: Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. <u>Consolidation week</u> Recap skills taught this year that children need to embed further. One day a week recapping numbers to ten Differentiate to needs of pupils ELG: Have a deep understanding of number to 10, including the composition of each number.	OMS: Odd and Even numbers to 10 ELG: Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. <u>Consolidation week</u> Recap skills taught this year that children need to embed further. One day a week recapping numbers to ten Differentiate to needs of pupils ELG: Have a deep understanding of number to 10, including the composition of each number.