	Block	Small Step	Development Matters	Birth to 5 Matters
Autumn Term	1	Match Objects	**3 – 4 Year Olds:** Make comparisons between objects relating to size, length, weight and capacity.	**Range 5:** Shows awareness of shape similarities and differences between objects
		Match Pictures and Objects		
		Identify a Set		
		Sort Objects to a Type		
		Explore Sorting Techniques		
		Create Sorting Rules		
		Compare Amounts	**Reception -** Compare numbers.	**Range 5:** Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You've got two, I've got two. Same!
	2	Compare Size	**3 – 4 Year Olds:** Make comparisons between objects relating to size, length, weight and capacity. **Reception:** Compare length, weight and capacity.	**Range 5:** In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items **Range 6:** Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy Becomes familiar with measuring tools in everyday experiences and play.
		Compare Mass		
		Compare Capacity		
		Explore Simple Patterns	**3 – 4 Year Olds:** 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. **Reception -** Continue, copy and create repeating patterns.	**Range 5:** Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC) Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next. **Range 6:** Spots patterns in the environment, beginning to identify the pattern "rule"
		Copy and Continue Simple Patterns		
		Create Simple Patterns		

	Block	Small Step	Development Matters	Birth to 5 Matters
Autumn Term	3	Find 1, 2 and 3	**3 – 4 Year Olds:** 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. **Reception:** Count objects, actions and sounds; Subitise; Link the number symbol (numeral) with its cardinal number value; Compare numbers	**Range 5:** May enjoy counting verbally as far as they can go. Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5. Uses some number names and number language within play, and may show fascination with large numbers Begin to recognise numerals 0 to 10 Subitises one, two and three objects (without counting) Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle) Links numerals with amounts up to 5 and maybe beyond **Range 6:** Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0 Increasingly confident at putting numerals in order 0 to 10 (ordinality) Counts out up to 10 objects from a larger group Matches the numeral with a group of items to show how many there are (up to 10)
		Subitise 1, 2 and 3		
		Represent 1, 2 and 3		
		1 More	**Reception:** Understand the 'one more than/one less than' relationship between consecutive numbers.	**Range 5:** Beginning to recognise that each counting number is one more than the one before **Range 6:** In practical activities, adds one and subtracts one with numbers to 10
		1 Less		
		Composition of 1, 2 and 3	**Reception:** Explore the composition of numbers to 10.	**Range 5:** Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers **Range 6:** Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects
	4	Identify and Name Circles and Triangles	**3 – 4 Year Olds:** Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. **Reception:** Select, rotate and manipulate shapes to develop spatial reasoning skills	**Range 5:** Chooses items based on their shape which are appropriate for the child's purpose Responds to both informal language and common shape names Shows awareness of shape similarities and differences between objects **Range 6:** Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints.
		Compare Circles and Triangles		
		Shapes in the Environment		
		Describe Position	**3 – 4 Year Olds:** Understand position through words alone – for example, "The bag is under the table," – with no pointing. Discuss routes and locations, using words like 'in front of' and 'behind'.	**Range 5:** Responds to and uses language of position and direction **Range 6:** Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints.

	Block	Small Step	Development Matters	Birth to 5 Matters
Autumn Term	5	Find 4 and 5	**3 – 4 Year Olds:** 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. **Reception:** Count objects, actions and sounds; Subitise; Link the number symbol (numeral) with its cardinal number value; Compare numbers	**Range 5:** May enjoy counting verbally as far as they can go. Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5. Uses some number names and number language within play, and may show fascination with large numbers Begin to recognise numerals 0 to 10 Subitises one, two and three objects (without counting) Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle) Links numerals with amounts up to 5 and maybe beyond **Range 6:** Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0 Increasingly confident at putting numerals in order 0 to 10 (ordinality) Counts out up to 10 objects from a larger group Matches the numeral with a group of items to show how many there are (up to 10)
		Subitise 4 and 5		
		Represent 4 and 5		
		1 More	**Reception:** Understand the 'one more than/one less than' relationship between consecutive numbers.	**Range 5:** Beginning to recognise that each counting number is one more than the one before **Range 6:** In practical activities, adds one and subtracts one with numbers to 10
		1 Less		
		Composition of 4 and 5	**Reception:** Explore the composition of numbers to 10.	**Range 5:** Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers **Range 6:** Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects
		Composition of 1 to 5		
	6	Identify and Name Shapes with 4 Sides	**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:** 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	**Range 5:** Chooses items based on their shape which are appropriate for the child's purpose Responds to both informal language and common shape names Shows awareness of shape similarities and differences between objects Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes **Range 6:** • Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes
		Combine Shapes with 4 Sides		
		Shapes in the Environment		
		My Day and Night	**3 – 4 Year Olds:** Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then…'	**Range 5:** Recalls a sequence of events in everyday life and stories **Range 6:** Is increasingly able to order and sequence events using everyday language related to time

	Block	Small Step	Development Matters	Birth to 5 Matters
Spring Term	1	Introduce 0	**3 – 4 Year Olds:** 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. **Reception:** Count objects, actions and sounds; Subitise; Link the number symbol (numeral) with its cardinal number value; Compare numbers	**Range 5:** May enjoy counting verbally as far as they can go. Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5. Uses some number names and number language within play, and may show fascination with large numbers Begin to recognise numerals 0 to 10 Subitises one, two and three objects (without counting) Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle) Links numerals with amounts up to 5 and maybe beyond **Range 6:** Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0 Increasingly confident at putting numerals in order 0 to 10 (ordinality) Counts out up to 10 objects from a larger group Matches the numeral with a group of items to show how many there are (up to 10)
		Find 0 to 5		
		Subitise 0 to 5		
		Represent 0 to 5		
		1 More	**Reception:** Understand the 'one more than/one less than' relationship between consecutive numbers.	**Range 5:** Beginning to recognise that each counting number is one more than the one before **Range 6:** In practical activities, adds one and subtracts one with numbers to 10
		1 Less		
		Composition	**Reception:** Explore the composition of numbers to 10.	**Range 5:** Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers **Range 6:** Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects
		Conceptual Subitising to 5	**3 – 4 Year Olds:** Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). **Reception:** Subitise	**Range 5:** Subitises one, two and three objects (without counting) **Range 6:** Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three
	2	Compare Mass	**3 – 4 Year Olds:** Make comparisons between objects relating to size, length, weight and capacity.. **Reception:** Compare length, weight and capacity.	**Range 5:** In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items **Range 6:** • • Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy Becomes familiar with measuring tools in everyday experiences and play
		Find a Balance		
		Explore Capacity		
		Compare Capacity		

	Block	Small Step	Development Matters	Birth to 5 Matters
Spring Term	3	Find 6, 7 and 8	**3 – 4 Year Olds:** 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. **Reception:** Count objects, actions and sounds; Subitise; Link the number symbol (numeral) with its cardinal number value; Compare numbers	**Range 5:** May enjoy counting verbally as far as they can go. Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5. Uses some number names and number language within play, and may show fascination with large numbers Begin to recognise numerals 0 to 10 Subitises one, two and three objects (without counting) Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle) Links numerals with amounts up to 5 and maybe beyond **Range 6:** Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0 Increasingly confident at putting numerals in order 0 to 10 (ordinality) Counts out up to 10 objects from a larger group Matches the numeral with a group of items to show how many there are (up to 10)
		Represent 6, 7 and 8		
		1 More	**Reception:** Understand the 'one more than/one less than' relationship between consecutive numbers.	**Range 5:** Beginning to recognise that each counting number is one more than the one before **Range 6:** In practical activities, adds one and subtracts one with numbers to 10
		1 Less		
		Composition of 6. 7 and 8	**Reception:** Explore the composition of numbers to 10.	**Range 5:** Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers **Range 6:** Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects
		Make Pairs – Odd and Even	**Reception:** Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0-5 and some to 10.	**Range 6:** Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and "+" or "-"
		Double to 8 (Find a Double)		
		Double to 8 (Make a Double)		
		Combine 2 Groups		

	Block	Small Step	Development Matters	Birth to 5 Matters
Spring Term	4	Explore Length	**3 – 4 Year Olds:** Make comparisons between objects relating to size, length, weight and capacity.. **Reception:** Compare length, weight and capacity.	**Range 5:** In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items **Range 6:** • • Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy Becomes familiar with measuring tools in everyday experiences and play
		Compare Length		
		Explore Height		
		Compare Height		
		Talk About Time	**3 – 4 Year Olds:** Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'	**Range 5:** Recalls a sequence of events in everyday life and stories **Range 6:** Is increasingly able to order and sequence events using everyday language related to time
		Order and Sequence Time		
	5	Find 9 and 10	**3 – 4 Year Olds:** 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. **Reception:** Count objects, actions and sounds; Subitise; Link the number symbol (numeral) with its cardinal number value; Compare numbers	**Range 5:** May enjoy counting verbally as far as they can go. Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5. Uses some number names and number language within play, and may show fascination with large numbers Begin to recognise numerals 0 to 10 Subitises one, two and three objects (without counting) Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle) Links numerals with amounts up to 5 and maybe beyond **Range 6:** Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0 Increasingly confident at putting numerals in order 0 to 10 (ordinality) Counts out up to 10 objects from a larger group Matches the numeral with a group of items to show how many there are (up to 10)
		Compare Numbers to 10		
		Represent 9 and 10		
		Conceptual Subitising to 10	**3 – 4 Year Olds:** Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). **Reception:** Subitise	**Range 5:** Subitises one, two and three objects (without counting) **Range 6:** Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three

	Block	Small Step	Development Matters	Birth to 5 Matters
Spring Term	5	1 More	**Reception:** Understand the 'one more than/one less than' relationship between consecutive numbers.	**Range 5:** Beginning to recognise that each counting number is one more than the one before **Range 6:** In practical activities, adds one and subtracts one with numbers to 10
		1 Less		
		Composition to 10	**Reception:** Explore the composition of numbers to 10.	**Range 5:** Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers **Range 6:** Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects
		Bonds to 10 (2 Parts)	**Reception:** Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0-5 and some to 10.	**Range 6:** Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and "+" or "-"
		Make Arrangements of 10		
		Bonds to 10 (3 Parts)		
		Doubles to 10 (Find a Double)		
		Doubles to 10 (Make a Double)		
		Explore Even and Odd		
	6	Recognise and Name 3-D Shapes	**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:** 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	**Range 5:** Chooses items based on their shape which are appropriate for the child's purpose Responds to both informal language and common shape names Shows awareness of shape similarities and differences between objects Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes **Range 6:** • Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes
		Find 2-d Shapes Within 3-D Shapes		
		Use 3-D Shapes for Tasks		
		3-D Shapes in the Environment		
		Identify More Complex Patterns	**3 – 4 Year Olds:** 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. **Reception -** Continue, copy and create repeating patterns.	**Range 5:** Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC) Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next. **Range 6:** Spots patterns in the environment, beginning to identify the pattern "rule"
		Copy and Continue Patterns		
		Patterns in the Environment		

	Block	Small Step	Development Matters	Birth to 5 Matters
Summer Term	1	Build Numbers Beyond 10 (10 – 13) Continue Patterns Beyond 10 (10 – 13) Build Numbers Beyond 10 (14 – 20) Continue Patterns Beyond 10 (14 – 20) Verbal Counting Beyond 20 Verbal Counting Patterns	**3 – 4 Year Olds:** Recite numbers past 5. **Reception:** Count objects, actions and sounds. Compare numbers. Count beyond ten.	**Range 5:** May enjoy counting verbally as far as they can go Uses some number names and number language within play, and may show fascination with large numbers. **Range 6:** Uses number names and symbols when comparing numbers, showing interest in large numbers Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0
	2	Add More How Many Did I Add? Take Away How Many Did I Take Away?	**3 – 4 Year Olds:** 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.. **Reception:** Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0 – 5 and some to 10	**Range 5:** Explores using a range of their own marks and signs to which they ascribe mathematical meanings **Range 6:** Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects In practical activities, adds one and subtracts one with numbers to 10 Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and "+" or "-"
	3	Select Shapes For a Purpose Rotate Shapes Manipulate Shapes Explain Shape Arrangements Compose Shapes Decompose Shapes Copy 2-D Shape Pictures Find 2-D Shapes Within 3-D Shapes	**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. Understand position through words alone – for example, "The bag is under the table," – with no pointing. Discuss routes and locations, using words like 'in front of' and 'behind' **Reception:** 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	**Range 5:** Chooses items based on their shape which are appropriate for the child's purpose Responds to both informal language and common shape names Shows awareness of shape similarities and differences between objects Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes Responds to and uses language of position and direction • Predicts, moves and rotates objects to fit the space or create the shape they would like **Range 6:** • Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning)

	Block	Small Step	Development Matters	Birth to 5 Matters
Summer Term	4	Explore Sharing Sharing Explore Grouping Grouping Even and Odd Sharing Play With and Build Doubles	**Reception:** Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0-5 and some to 10.	**Range 6:** Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and "+" or "-"
	5	Identity Units of Repeating Patterns Create Own Pattern Rules Explore Own Pattern Rules	**3 – 4 Year Olds:** 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. **Reception** - Continue, copy and create repeating patterns.	**Range 6:** Spots patterns in the environment, beginning to identify the pattern "rule" Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat
		Replicate and Build Scenes and Constructions Visualise From Different Positions Describe Positions Give Instructions to Build Explore Mapping Represent Maps With Models Create Own Maps From Familiar Places Create Own Maps and Plans From Story Situations	**3 – 4 Year Olds:** 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'.	**Range 6:** Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build. Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning) May enjoy making simple maps of familiar and imaginative environments, with landmarks
	6	Deepen Understanding Patterns and Relationships	**Reception:** Compare numbers; Count beyond ten; Subitise; Link the number symbol (numeral) with its cardinal number value; Understand the 'one more than/one less than' relationship between consecutive numbers; Explore the composition of numbers to 10; Automatically recall number bonds for numbers 0-5 and some to 10; Compare length, weight and capacity.	**Range 6:** Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects; Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three; In practical activities, adds one and subtracts one with numbers to 10; Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and "+" or "-" Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy