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Ellington Primary School’s approach to planning Maths in the Early Years Foundation Stage

**What is this document for?**

* Shows teachers what aspects of LBM to teach each year and for each term.
* Provides a detailed description of the successful ‘core numeracy track’ (learning journey) that each cohort of children goes on.
* The track starts at Nursery Term 1 and goes on to Year 1 Term 3.
* The track can be used in conjunction with the partner document ‘CLIC on Your Planning’ from Big Maths. This track

finishes with children attaining Level 5 Core Numeracy by the end of the first term in Year 6.

* Empowers teachers to track each child against that planned journey – are they ahead of it, on it, or behind it?
* Shows teachers precisely where a child is off target, and in conjunction with Big Maths Online or Little Big Maths: The A-CLIC Book, allows teachers to ‘drill down’ the Progress Drives and teach the child’s next steps to bring them back ‘on track’ for that aspect

of core numeracy - thus providing high- end personalised intervention through a

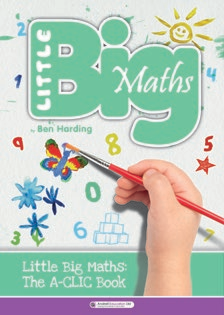
simple system. This system also allows easy identification of children ahead of this track,

i.e. exceeding expectations.

* Using the approach described here gives valuable information as to what the ‘core numeracy track’ looks like for young children, however it must be remembered that children develop at different rates.
* Although this document will prove invaluable to many schools, it is not an essential component of delivering Little Big Maths in school. A good deal of teachers are able to know their children’s numeracy development in such detail that they will ‘feel’ which aspects of CLIC and which Progress Drives to spend time on. However, even in this situation the termly planning sheets will provide a useful benchmark to assess against.
* Links are also made in this document between the steps of progression in the Little Big Maths Progress Drives and the document ‘Development Matters’.
* Links are also made in this document between the steps of progression in the Little Big Maths Progress Dri ves and the ‘Development Matters’ statements.

**How to use ‘CLIC on Your Little Big Maths Planning’**

* This document should be used in conjunction with Big Maths Online or Little Big Maths: The A-CLIC Book and Little Big Maths: The Tracking Book.



* At the start of each term look at the termly planning sheet. This provides a ‘Little

Big Maths curriculum’ for each term, and therefore for the year.

Each Progress Drive from CLIC is represented on the planning sheet. The numbers refer to the individual steps as you move up the Progress Drives.

3

Amounts Exist

## Green Numbered Cells

Where the cell has a number on it and the background of the cell is green, this means that children that are ‘on track’ should be taught this step in this term. The green cells therefore signify ‘new learning’.

7, 8, 9

Reading Numbers

## White Numbered Cells

**Step**

**5**

Knows things exist - even out of sight

**Amounts Exist**

**Step**

**4**

**Amounts Exist**

Looks for objects that have gone

**Step**

**3**

**Amounts Exist**

Understands “Gone!”

**Step**

**2**

**Amounts Exist**

Looks for a range of familiar objects

**Step**

**1**

**Amounts Exist**

Looks for a familiar object

The white numbered cells show the step on a Progress Drive that is already secure. However in this term there is no new learning but it is vital that the Progress Drive is still revisited to ensure learning loss does not occur and that the child remains ‘ready for progress’ when the time comes. These are called ‘Revisits’.

3

Ordering Numbers

## Blank Cells

Where the cell for that Progress Drive is blank then that Progress Drive will be started in a later term and the teacher does not need to be concerned by it.

Halving

Crucially, in both cases, if the teacher discovers a step on a Progress Drive that a child is not able to secure then this process allows the teacher to identify this easily, to drill down the Progress Drive looking for a step that the child is secure with, and then head back up the Progress Drive with the aim of getting the child back on track.

In other words this system shows teachers precisely where a child is off target, and in conjunction with the teacher’s Little Big Maths: The A-CLIC book, allows teachers to drill down the Progress Drives and teach the child’s next steps to bring them back on track for

that aspect of Core Numeracy - thus providing high-end personalised intervention through a simple system.

## Ticked Cells

The ticked cells indicate that the Progress Drive is completed. In many cases it is also worth revisiting these Progress Drives to ensure that learning loss does not occur.

These are also ‘Revisits’.



Doubling

**Progress Drives**

**C**

|  |  |
| --- | --- |
| **Reading Numbers** | |
| 1 to 10 | 1, 2 |
| 11 to 20 |  |
| Multiples of 10 |  |
| 2d Numbers |  |
| Multiples of 100 |  |

|  |  |  |
| --- | --- | --- |
| **L** | **Progress Drive** | **Steps** |
| My First Flashcards | 1, 2, 3, 4, 5 |
| My Body Learn Its | 1 |
| My Finger Double Learn Its |  |
| My Halving Learn Its |  |
| Double Facts |  |
| My First Number Sentences |  |
| Number Buddy (Bonds to 10) |  |
| Add on 2 Learn Its |  |
| Add on 3 Learn Its |  |
| Single Digit Doubles |  |
| Finger Games |  |

|  |  |
| --- | --- |
| **Counting Skills** | |
| When to Count |  |
| Last Number is the Total |  |
| 1 to 1 Correspondence | 1 |

|  |  |
| --- | --- |
| **Actual Counting** | |
| 1 to 10 |  |
| 1 to 20 & From a Pile |  |

|  |  |  |
| --- | --- | --- |
| **I** | **Progress Drive** | **Steps** |
| Pim is Counting | 1 |
| Pim Knows his Learn Its |  |
| Pim Swaps Amounts | 1 |
| Doubling Amounts |  |
| Halving Amounts |  |
| Who Won? |  |
| Little Jigsaws |  |
| Fact Families |  |

|  |  |
| --- | --- |
| **Ordering Numbers** | |
| 1 to 10 |  |
| Different Amounts & 1 to 20 |  |
| 2d Numbers (2 Options) |  |
| 2d Numbers (5 Options) |  |

|  |  |
| --- | --- |
| **Counting Multiples** | |
| Multiples of 10 |  |
| Multiples of 5 |  |
| Multiples of 2 |  |

|  |  |  |
| --- | --- | --- |
| **C** | **Progress Drive** | **Steps** |
| Addition |  |
| Subtraction |  |
| Multiplication |  |
| Division |  |

|  |  |
| --- | --- |
| **Squiggle worth** | |
| 2d Numbers |  |

**Nursery - Term 1 Early Years**

|  |  |  |
| --- | --- | --- |
| **A** | **Progress Drive** | **Steps** |
| Amounts Exist |  |
| Amounts Compared 1 | 1 |
| Amounts are Needed | 1, 2, 3 |
| Amounts Change | 1, 2, 3, 4 |
| Amounts Compared 2 |  |
| Amounts Compared 3 |  |
| Amounts Compared by Counting |  |
| No Amount (Zero) | 1, 2 |

|  |  |
| --- | --- |
| **Progress Drive** | **Steps** |
| **Saying Numbers** | |
| 1 to 10 | 1 |
| 11 to 20 |  |
| 1 to 100 Skills |  |
| 1 to 100 I’m Ready |  |
| Counting Past 100 Skills |  |
| Counting Past 100 I’m Ready |  |
| Counting Backwards |  |

**D**

**E**

**F**

**A**

**S**

**Nursery - Term 1 Wider Maths**

|  |  |
| --- | --- |
| **Progress Drive** | **Steps** |
| Explore & Draw | 1 |
| 2D Shapes | 1 |
| 3D Shapes |  |
| Position & Direction | 1 |
|  | |
| **Progress Drive** | **Steps** |
| Amounts of Distance | 2 |
| Amounts of Mass | 1 |
| Amounts of Money |  |
| Amounts of Space | 1 |
| Amounts of Temperature |  |
| Amounts of Time | 3 |
| Amounts of Time: Telling the Time |  |
| Amounts of Turn |  |
|  | |
| **Progress Drive** | **Steps** |
| Fractions of a Whole |  |
| Fractions of a Set |  |
| Fractions: Counting |  |
| Fractions: Learn Its |  |
| Fractions: It’s Nothing New |  |
| Fractions: Calculation |  |
| Percentages |  |
| Ratio |  |
|  | |
| **Progress Drive** | **Steps** |
| Diagrams & Tables | 1 |
| Bar Charts |  |
| Averages |  |
| Line Graphs |  |
| Pie Charts |  |
| Probability |  |
|  | |
| **Progress Drive** | **Steps** |
| Pattern Spotting | 2 |
| Algebra |  |
| Prove It! |  |

**C**

**I**

**L**

**C**

**A**

|  |  |  |
| --- | --- | --- |
| **Progress Drive** | **Steps** | |
| Amounts Exist |  | |
| Amounts Compared 1 | 2, 3 | |
| Amounts are Needed | 4 | |
| Amounts Change | 5 | |
| Amounts Compared 2 | 1, 2 | |
| Amounts Compared 3 | 1, 2 | |
| Amounts Compared by Counting |  | |
| No Amount (Zero) | 2 | |
|  | | |
| **Progress Drives** | |  |
|  | | |
| **Progress Drive** | **Steps** | |
| My First Flashcards |  | |
| My Body Learn Its | 2 | |
| My Finger Double Learn Its |  | |
| My Halving Learn Its |  | |
| Double Facts |  | |
| My First Number Sentences |  | |
| Number Buddy (Bonds to 10) |  | |
| Add on 2 Learn Its |  | |
| Add on 3 Learn Its |  | |
| Single Digit Doubles |  | |
|  | | |
| **Progress Drive** | **Steps** | |
| Pim is Counting |  | |
| Pim Knows his Learn Its |  | |
| Pim Swaps Amounts | 1 | |
| Doubling Amounts |  | |
| Halving Amounts |  | |
| Who Won? |  | |
| Little Jigsaws |  | |
| Fact Families |  | |
|  | | |
| **Progress Drive** | **Steps** | |
| Addition |  | |
| Subtraction |  | |
| Multiplication |  | |
| Division |  | |

|  |  |
| --- | --- |
| **Progress Drive** | **Steps** |
| **Saying Numbers** | |
| 1 to 10 | 2 |
| 11 to 20 |  |
| 1 to 100 Skills |  |
| 1 to 100 I’m Ready |  |
| Counting Past 100 Skills |  |
| Counting Past 100 I’m Ready |  |
| Counting Backwards |  |

|  |  |
| --- | --- |
| **Reading Numbers** | |
| 1 to 10 | 3 |
| 11 to 20 |  |
| Multiples of 10 |  |
| 2d Numbers |  |
| Multiples of 100 |  |

|  |  |
| --- | --- |
| **Counting Skills** | |
| When to Count | 1, 2 |
| Last Number is the Total |  |
| 1 to 1 Correspondence | 2, 3, 4 |

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| --- | --- |
| **Actual Counting** | |
| 1 to 10 |  |
| 1 to 20 & From a Pile |  |

|  |  |
| --- | --- |
| **Ordering Numbers** | |
| 1 to 10 |  |
| Different Amounts & 1 to 20 |  |
| 2d Numbers (2 Options) |  |
| 2d Numbers (5 Options) |  |

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| --- | --- |
| **Counting Multiples** | |
| Multiples of 10 |  |
| Multiples of 5 |  |
| Multiples of 2 |  |

|  |  |
| --- | --- |
| **Squiggleworth** | |
| 2d Numbers |  |

**Nursery - Term 2 Early Years**

**D**

**E**

**F**

**A**

**S**

**Nursery - Term 2 Wider Maths**

|  |  |
| --- | --- |
| **Progress Drive** | **Steps** |
| Explore & Draw | 2 |
| 2D Shapes | 1 |
| 3D Shapes | 1 |
| Position & Direction | 2, 3 |
|  | |
| **Progress Drive** | **Steps** |
| Amounts of Distance | 2 |
| Amounts of Mass | 2 |
| Amounts of Money | 1 |
| Amounts of Space | 2 |
| Amounts of Temperature | 1, 2 |
| Amounts of Time | 4 |
| Amounts of Time: Telling the Time |  |
| Amounts of Turn |  |
|  | |
| **Progress Drive** | **Steps** |
| Fractions of a Whole |  |
| Fractions of a Set |  |
| Fractions: Counting |  |
| Fractions: Learn Its |  |
| Fractions: It’s Nothing New |  |
| Fractions: Calculation |  |
| Percentages |  |
| Ratio |  |
|  | |
| **Progress Drive** | **Steps** |
| Diagrams & Tables | 1 |
| Bar Charts |  |
| Averages |  |
| Line Graphs |  |
| Pie Charts |  |
| Probability |  |
|  | |
| **Progress Drive** | **Steps** |
| Pattern Spotting | 2 |
| Algebra |  |
| Prove It! |  |

**C**

**I**

**L**

**C**

**A**

|  |  |  |
| --- | --- | --- |
| **Progress Drive** | **Steps** | |
| Amounts Exist |  | |
| Amounts Compared 1 | 4, 5 | |
| Amounts are Needed | 5 | |
| Amounts Change |  | |
| Amounts Compared 2 | 3, 4 | |
| Amounts Compared 3 | 3, 4 | |
| Amounts Compared by Counting |  | |
| No Amount (Zero) | 2 | |
|  | | |
| **Progress Drives** | |  |
|  | | |
| **Progress Drive** | **Steps** | |
| My First Flashcards |  | |
| My Body Learn Its | 3 | |
| My Finger Double Learn Its |  | |
| My Halving Learn Its |  | |
| Double Facts |  | |
| My First Number Sentences |  | |
| Number Buddy (Bonds to 10) |  | |
| Add on 2 Learn Its |  | |
| Add on 3 Learn Its |  | |
| Single Digit Doubles |  | |
|  | | |
| **Progress Drive** | **Steps** | |
| Pim is Counting | 1 | |
| Pim Knows his Learn Its |  | |
| Pim Swaps Amounts | 1 | |
| Doubling Amounts |  | |
| Halving Amounts |  | |
| Who Won? |  | |
| Little Jigsaws |  | |
| Fact Families |  | |
|  | | |
| **Progress Drive** | **Steps** | |
| Addition |  | |
| Subtraction |  | |
| Multiplication |  | |
| Division |  | |

|  |  |
| --- | --- |
| **Progress Drive** | **Steps** |
| **Saying Numbers** | |
| 1 to 10 | 3 |
| 11 to 20 |  |
| 1 to 100 Skills |  |
| 1 to 100 I’m Ready |  |
| Counting Past 100 Skills |  |
| Counting Past 100 I’m Ready |  |
| Counting Backwards |  |

|  |  |
| --- | --- |
| **Reading Numbers** | |
| 1 to 10 | 3, 4 |
| 11 to 20 |  |
| Multiples of 10 |  |
| 2d Numbers |  |
| Multiples of 100 |  |

|  |  |
| --- | --- |
| **Counting Skills** | |
| When to Count | 3, 4, 5 |
| Last Number is the Total | 1, 2, 3 |
| 1 to 1 Correspondence | 5 |

|  |  |
| --- | --- |
| **Actual Counting** | |
| 1 to 10 |  |
| 1 to 20 & From a Pile |  |

|  |  |
| --- | --- |
| **Ordering Numbers** | |
| 1 to 10 |  |
| Different Amounts & 1 to 20 |  |
| 2d Numbers (2 Options) |  |
| 2d Numbers (5 Options) |  |

|  |  |
| --- | --- |
| **Counting Multiples** | |
| Multiples of 10 |  |
| Multiples of 5 |  |
| Multiples of 2 |  |

|  |  |
| --- | --- |
| **Squiggleworth** | |
| 2d Numbers |  |

**Nursery - Term 3 Early Years**

**D**

**E**

**F**

**A**

**S**

**Nursery - Term 3**

|  |  |
| --- | --- |
| **Progress Drive** | **Steps** |
| Explore & Draw | 3 |
| 2D Shapes | 2 |
| 3D Shapes | 1 |
| Position & Direction | 4, 5 |
|  | |
| **Progress Drive** | **Steps** |
| Amounts of Distance | 2 |
| Amounts of Mass | 2 |
| Amounts of Money | 2 |
| Amounts of Space | 2 |
| Amounts of Temperature | 2 |
| Amounts of Time | 4 |
| Amounts of Time: Telling the Time |  |
| Amounts of Turn |  |
|  | |
| **Progress Drive** | **Steps** |
| Fractions of a Whole |  |
| Fractions of a Set |  |
| Fractions: Counting |  |
| Fractions: Learn Its |  |
| Fractions: It’s Nothing New |  |
| Fractions: Calculation |  |
| Percentages |  |
| Ratio |  |
|  | |
| **Progress Drive** | **Steps** |
| Diagrams & Tables | 2 |
| Bar Charts |  |
| Averages |  |
| Line Graphs |  |
| Pie Charts |  |
| Probability |  |
|  | |
| **Progress Drive** | **Steps** |
| Pattern Spotting | 3 |
| Algebra |  |
| Prove It! |  |

**C**

**I**

**L**

**C**

**A**

|  |  |  |
| --- | --- | --- |
| **Progress Drive** | **Steps** | |
| Amounts Exist |  | |
| Amounts Compared 1 |  | |
| Amounts are Needed |  | |
| Amounts Change |  | |
| Amounts Compared 2 | 3,4,5 | |
| Amounts Compared 3 | 5 | |
| Amounts Compared by Counting |  | |
| No Amount (Zero) | 2 | |
|  | | |
| **Progress Drives** | |  |
|  | | |
| **Progress Drive** | **Steps** | |
| My First Flashcards |  | |
| My Body Learn Its | 4 | |
| My Finger Double Learn Its | 1, 2 | |
| My Halving Learn Its | 1, 2 | |
| Double Facts | 1, 2 | |
| My First Number Sentences |  | |
| Number Buddy (Bonds to 10) |  | |
| Add on 2 Learn Its |  | |
| Add on 3 Learn Its |  | |
| Single Digit Doubles |  | |
|  | | |
| **Progress Drive** | **Steps** | |
| Pim is Counting | 1 | |
| Pim Knows his Learn Its |  | |
| Pim Swaps Amounts | 1 | |
| Doubling Amounts |  | |
| Halving Amounts |  | |
| Who Won? |  | |
| Little Jigsaws |  | |
| Fact Families |  | |
|  | | |
| **Progress Drive** | **Steps** | |
| Addition |  | |
| Subtraction |  | |
| Multiplication |  | |
| Division |  | |

|  |  |
| --- | --- |
| **Progress Drive** | **Steps** |
| **Saying Numbers** | |
| 1 to 10 | 4, 5 |
| 11 to 20 |  |
| 1 to 100 Skills | 1 |
| 1 to 100 I’m Ready |  |
| Counting Past 100 Skills |  |
| Counting Past 100 I’m Ready |  |
| Counting Backwards |  |

|  |  |
| --- | --- |
| **Reading Numbers** | |
| 1 to 10 | 2, 3, 4 |
| 11 to 20 |  |
| Multiples of 10 |  |
| 2d Numbers |  |
| Multiples of 100 |  |

|  |  |
| --- | --- |
| **Counting Skills** | |
| When to Count |  |
| Last Number is the Total | 3 |
| 1 to 1 Correspondence |  |

|  |  |
| --- | --- |
| **Actual Counting** | |
| 1 to 10 | 1 |
| 1 to 20 & From a Pile |  |

|  |  |
| --- | --- |
| **Ordering Numbers** | |
| 1 to 10 |  |
| Different Amounts & 1 to 20 |  |
| 2d Numbers (2 Options) |  |
| 2d Numbers (5 Options) |  |

|  |  |
| --- | --- |
| **Counting Multiples** | |
| Multiples of 10 |  |
| Multiples of 5 |  |
| Multiples of 2 |  |

|  |  |
| --- | --- |
| **Squiggleworth** | |
| 2d Numbers |  |

**Reception - Term 1 Early Years**

**D**

**E**

**F**

**A**

**S**

**Reception - Term 1 Wider Maths and CLIC Sessions**

From Reception, to help prepare children for Big Maths from Year 1 onwards, children will complete a daily CLIC session that will last for 10-15 minutes as a form of Mental and Oral starter. The targets outlined below will last the whole term and will allow for the overlearning of key targets, some of which have also been delivered through the Early Years content outlined in this document. The CLIC session will match the CLIC approach found in other year groups with a set amount of time being dedicated to a Counting, Learn Its, Its Nothing New and Calculation target every day. The progress drives for these CLIC targets match the progress drives found in the CLIC planning for Years 1 to 6.

For Reception Term 1 the CLIC targets include:

Counting

Saying Numbers Step 1: I can count to 10.

Actual Counting Step 1: I can count 3 objects.

Learn Its

Learn Its Step 1: 1 + 1, 2 + 2

Learn Its Step 2: 3 + 3, 4 + 4, 5 + 5

It’s Nothing New

Targets start in a later term.

Calculation

Targets start in a later term.

|  |  |
| --- | --- |
| **Progress Drive** | **Steps** |
| Explore & Draw | 4 |
| 2D Shapes | 3 |
| 3D Shapes | 2 |
| Position & Direction | 6 |
|  | |
| **Progress Drive** | **Steps** |
| Amounts of Distance | 2 |
| Amounts of Mass | 2 |
| Amounts of Money | 2 |
| Amounts of Space | 2 |
| Amounts of Temperature | 3, 4 |
| Amounts of Time | 5 |
| Amounts of Time: Telling the Time |  |
| Amounts of Turn | 1 |
|  | |
| **Progress Drive** | **Steps** |
| Fractions of a Whole |  |
| Fractions of a Set |  |
| Fractions: Counting |  |
| Fractions: Learn Its |  |
| Fractions: It’s Nothing New |  |
| Fractions: Calculation |  |
| Percentages |  |
| Ratio |  |
|  | |
| **Progress Drive** | **Steps** |
| Diagrams & Tables | 2 |
| Bar Charts |  |
| Averages |  |
| Line Graphs |  |
| Pie Charts |  |
| Probability |  |
|  | |
| **Progress Drive** | **Steps** |
| Pattern Spotting | 4 |
| Algebra |  |
| Prove It! |  |

**C**

**I**

**L**

**C**

**A**

|  |  |  |
| --- | --- | --- |
| **Progress Drive** | **Steps** | |
| Amounts Exist |  | |
| Amounts Compared 1 |  | |
| Amounts are Needed |  | |
| Amounts Change |  | |
| Amounts Compared 2 |  | |
| Amounts Compared 3 |  | |
| Amounts Compared by Counting |  | |
| No Amount (Zero) | 2 | |
|  | | |
| **Progress Drives** | |  |
|  | | |
| **Progress Drive** | **Steps** | |
| My First Flashcards |  | |
| My Body Learn Its | 5 | |
| My Finger Double Learn Its | 3, 4, 5 | |
| My Halving Learn Its | 3, 4, 5 | |
| Double Facts | 3, 4, 5 | |
| My First Number Sentences |  | |
| Number Buddy (Bonds to 10) |  | |
| Add on 2 Learn Its |  | |
| Add on 3 Learn Its |  | |
| Single Digit Doubles |  | |
|  | | |
| **Progress Drive** | **Steps** | |
| Pim is Counting | 1 | |
| Pim Knows his Learn Its |  | |
| Pim Swaps Amounts | 1 | |
| Doubling Amounts |  | |
| Halving Amounts |  | |
| Who Won? |  | |
| Little Jigsaws |  | |
| Fact Families | 1, 2 | |
|  | | |
| **Progress Drive** | **Steps** | |
| Addition | 1 - 6 | |
| Subtraction | 1 - 6 | |
| Multiplication |  | |
| Division | 1 | |

|  |  |
| --- | --- |
| **Progress Drive** | **Steps** |
| **Saying Numbers** | |
| 1 to 10 |  |
| 11 to 20 | 1, 2 |
| 1 to 100 Skills | 1 |
| 1 to 100 I’m Ready |  |
| Counting Past 100 Skills |  |
| Counting Past 100 I’m Ready |  |
| Counting Backwards |  |

|  |  |
| --- | --- |
| **Reading Numbers** | |
| 1 to 10 | 5 |
| 11 to 20 |  |
| Multiples of 10 |  |
| 2d Numbers |  |
| Multiples of 100 |  |

|  |  |
| --- | --- |
| **Counting Skills** | |
| When to Count |  |
| Last Number is the Total |  |
| 1 to 1 Correspondence |  |

|  |  |
| --- | --- |
| **Actual Counting** | |
| 1 to 10 | 2, 3, 4, 5 |
| 1 to 20 & From a Pile |  |

|  |  |
| --- | --- |
| **Ordering Numbers** | |
| 1 to 10 | 1 - 5 |
| Different Amounts & 1 to 20 |  |
| 2d Numbers (2 Options) |  |
| 2d Numbers (5 Options) |  |

|  |  |
| --- | --- |
| **Counting Multiples** | |
| Multiples of 10 |  |
| Multiples of 5 |  |
| Multiples of 2 |  |

|  |  |
| --- | --- |
| **Squiggleworth** | |
| 2d Numbers |  |

**Reception - Term 2 Early Years**

**D**

**E**

**F**

**A**

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**Reception - Term 2 Wider Maths and CLIC Sessions**

From Reception, to help prepare children for Big Maths from Year 1 onwards, children will complete a daily CLIC session that will last for 10-15 minutes as a form of Mental and Oral starter. The targets outlined below will last the whole term and will allow for the overlearning of key targets, some of which have also been delivered through the Early Years content outlined in this document. The CLIC session will match the CLIC approach found in other year groups with a set amount of time being dedicated to a Counting, Learn Its, Its Nothing New and Calculation target every day. The progress drives for these CLIC targets match the progress drives found in the CLIC planning for Years 1 to 6.

For Reception Term 2 the CLIC targets include:

Counting

Saying Numbers Step 1: I can count to 10.

Reading Numbers Step 1: I can Read 1d numbers (new).

Mastery of Numbers Step 1: I can understand numbers to 10 (new)

Actual Counting Step 2: I can count 4 objects (new).

Step 3: I can count 5 objects (new).

Step 4: I can count 6 objects (new).

Step 5: I can count 10 objects (new).

Counting on Step 1: I can Count On and Count Back 1 (new).

Learn Its

Learn Its Step 2: 3 + 3, 4 + 4, 5 + 5

It’s Nothing New

Doubling with Pim (Without crossing 10) Step 1: I can double 1d numbers (new).

Calculation

Addition Step 1: I know when to add some more (new.

Step 2: I know to find the total (new).

Subtraction Step 1: I know when to take some away (new).

Step 2: I know to take some away, then count how many are left (new).

Division Step 1: I can give out objects fairly (new).

|  |  |
| --- | --- |
| **Progress Drive** | **Steps** |
| Explore & Draw | 5 |
| 2D Shapes | 4, 5, 6, 7 |
| 3D Shapes | 3, 4, 5 |
| Position & Direction | 7 |
|  | |
| **Progress Drive** | **Steps** |
| Amounts of Distance | 3 |
| Amounts of Mass | 3 |
| Amounts of Money | 3 |
| Amounts of Space | 3 |
| Amounts of Temperature | 4 |
| Amounts of Time | 6 |
| Amounts of Time: Telling the Time |  |
| Amounts of Turn | 1 |
|  | |
| **Progress Drive** | **Steps** |
| Fractions of a Whole |  |
| Fractions of a Set | 1 |
| Fractions: Counting |  |
| Fractions: Learn Its |  |
| Fractions: It’s Nothing New |  |
| Fractions: Calculation |  |
| Percentages |  |
| Ratio |  |
|  | |
| **Progress Drive** | **Steps** |
| Diagrams & Tables | 3 |
| Bar Charts |  |
| Averages |  |
| Line Graphs |  |
| Pie Charts |  |
| Probability |  |
|  | |
| **Progress Drive** | **Steps** |
| Pattern Spotting | 5 |
| Algebra |  |
| Prove It! |  |

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| --- | --- | --- |
| **Progress Drive** | **Steps** | |
| Amounts Exist |  | |
| Amounts Compared 1 |  | |
| Amounts are Needed |  | |
| Amounts Change |  | |
| Amounts Compared 2 |  | |
| Amounts Compared 3 |  | |
| Amounts Compared by Counting | 1 - 5 | |
| No Amount (Zero) | 3, 4, 5 | |
|  | | |
| **Progress Drives** | |  |
|  | | |
| **Progress Drive** | **Steps** | |
| My First Flashcards |  | |
| My Body Learn Its |  | |
| My Finger Double Learn Its |  | |
| My Halving Learn Its |  | |
| Double Facts |  | |
| My First Number Sentences | 1, 2 | |
| Number Buddy (Bonds to 10) |  | |
| Add on 2 Learn Its |  | |
| Add on 3 Learn Its |  | |
| Single Digit Doubles |  | |
|  | | |
| **Progress Drive** | **Steps** | |
| Pim is Counting | 2, 3, 4 | |
| Pim Knows his Learn Its | 1 | |
| Pim Swaps Amounts | 2 | |
| Doubling Amounts | 1 | |
| Halving Amounts | 1 | |
| Who Won? | 1, 2 | |
| Little Jigsaws |  | |
| Fact Families | 3, 4 | |
|  | | |
| **Progress Drive** | **Steps** | |
| Addition | 7 - 12 | |
| Subtraction | 7, 8, 9 | |
| Multiplication | 1, 2 | |
| Division | 2, 3, 4, 5 | |

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| --- | --- |
| **Progress Drive** | **Steps** |
| **Saying Numbers** | |
| 1 to 10 |  |
| 11 to 20 | 3, 4, 5 |
| 1 to 100 Skills | 1, 2 |
| 1 to 100 I’m Ready | 1 |
| Counting Past 100 Skills |  |
| Counting Past 100 I’m Ready |  |
| Counting Backwards | 2 |

|  |  |
| --- | --- |
| **Reading Numbers** | |
| 1 to 10 |  |
| 11 to 20 | 1 - 5 |
| Multiples of 10 |  |
| 2d Numbers |  |
| Multiples of 100 |  |

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| --- | --- |
| **Counting Skills** | |
| When to Count |  |
| Last Number is the Total |  |
| 1 to 1 Correspondence |  |

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| --- | --- |
| **Actual Counting** | |
| 1 to 10 |  |
| 1 to 20 & From a Pile | 1 - 5 |

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| --- | --- |
| **Ordering Numbers** | |
| 1 to 10 |  |
| Different Amounts & 1 to 20 | 1, 2, 3 |
| 2d Numbers (2 Options) |  |
| 2d Numbers (5 Options) |  |

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| **Counting Multiples** | |
| Multiples of 10 | 1, 2, 3 |
| Multiples of 5 |  |
| Multiples of 2 |  |

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| **Squiggleworth** | |
| 2d Numbers |  |

**Reception - Term 3 Early Years**

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**Reception - Term 3 Wider Maths and CLIC Sessions**

From Reception, to help prepare children for Big Maths from Year 1 onwards, children will complete a daily CLIC session that will last for 10-15 minutes as a form of Mental and Oral starter. The targets outlined below will last the whole term and will allow for the overlearning of key targets, some of which have also been delivered through the Early Years content outlined in this document. The CLIC session will match the CLIC approach found in other year groups with a set amount of time being dedicated to a Counting, Learn Its, Its Nothing New and Calculation target every day. The progress drives for these CLIC targets match the progress drives found in the CLIC planning for Years 1 to 6.

For Reception Term 3 the CLIC targets include:

Counting

Saying Numbers Step 2: I can count to 20 (new).

Reading Numbers Step 2: I can read the numbers 11-20 (new).

Mastery of Numbers Step 1: I can understand numbers to 10.

Actual Counting Step 6: I can count 20 objects (new).

Counting on Step 2: I can Count On and Count Back 2 (new).

Counting on Step 3: I can Count On and Count Back 3 (new).

Counting on Step 4: I can Count On and Count Back 4 (new).

Counting on Step 5: I can Count On and Count Back 5 (new).

Learn Its

Learn Its Step 3: +: 2 + 1, 2 = 3; X: Multiples of 10

It’s Nothing New

INN: Swapping ‘Things’ Step 1: Swap ‘the thing’ to another object (new).

Doubling with Pim (Without crossing 10) Step 1: I can double 1d numbers.

Calculation

Addition Step 3: I add the right amount (new).

Step 4: I add the right amount and can count how many altogether (new).

Step 5: I can add number of objects to 10 (new)

Subtraction Step 3: I take away the right amount (new).

Step 4: I take away the right amount and count how many are left (new).

Multiplication Step 1: I can set out groups of toys when I play (new).

Step 2: I can find the total amount of toys (new).

Division Step 2: I can count how many each person was given (new).

Step 3: I can share an even number of objects between two people (new).

Step 4: I can halve an even number of objects (new).

Step 5: I can share 3, 6 or,9 objects between 3 people (new).

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| --- | --- |
| **Progress Drive** | **Steps** |
| Explore & Draw | 6 |
| 2D Shapes | 8, 9, 10 |
| 3D Shapes | 6, 7 |
| Position & Direction | 8 |
|  | |
| **Progress Drive** | **Steps** |
| Amounts of Distance | 4 |
| Amounts of Mass | 4 |
| Amounts of Money | 4 |
| Amounts of Space | 4 |
| Amounts of Temperature | 4 |
| Amounts of Time | 7, 8, 9 |
| Amounts of Time: Telling the Time |  |
| Amounts of Turn | 2 |
|  | |
| **Progress Drive** | **Steps** |
| Fractions of a Whole |  |
| Fractions of a Set | 2 |
| Fractions: Counting |  |
| Fractions: Learn Its |  |
| Fractions: It’s Nothing New |  |
| Fractions: Calculation |  |
| Percentages |  |
| Ratio |  |
|  | |
| **Progress Drive** | **Steps** |
| Diagrams & Tables | 4 |
| Bar Charts | 1 |
| Averages |  |
| Line Graphs |  |
| Pie Charts |  |
| Probability |  |
|  | |
| **Progress Drive** | **Steps** |
| Pattern Spotting | 6 |
| Algebra |  |
| Prove It! |  |

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| --- | --- | --- |
| **Progress Drive** | **Steps** | |
| Amounts Exist |  | |
| Amounts Compared 1 |  | |
| Amounts are Needed |  | |
| Amounts Change |  | |
| Amounts Compared 2 |  | |
| Amounts Compared 3 |  | |
| Amounts Compared by Counting |  | |
| No Amount (Zero) |  | |
|  | | |
| **Progress Drives** | |  |
|  | | |
| **Progress Drive** | **Steps** | |
| My First Flashcards |  | |
| My Body Learn Its |  | |
| My Finger Double Learn Its |  | |
| My Halving Learn Its |  | |
| Double Facts |  | |
| My First Number Sentences |  | |
| Number Buddy (Bonds to 10) | 1 - 5 | |
| Add on 2 Learn Its |  | |
| Add on 3 Learn Its |  | |
| Single Digit Doubles |  | |
|  | | |
| **Progress Drive** | **Steps** | |
| Pim is Counting | 5 | |
| Pim Knows his Learn Its | 2, 3, 4, 5 | |
| Pim Swaps Amounts | 3, 4, 5 | |
| Doubling Amounts | 1 | |
| Halving Amounts | 1 | |
| Who Won? | 3, 4, 5 | |
| Little Jigsaws | 1 | |
| Fact Families | 4 | |
|  | | |
| **Progress Drive** | **Steps** | |
| Addition | 12 | |
| Subtraction | 9 | |
| Multiplication | 3, 4 | |
| Division | 5 | |

|  |  |
| --- | --- |
| **Progress Drive** | **Steps** |
| **Saying Numbers** | |
| 1 to 10 |  |
| 11 to 20 |  |
| 1 to 100 Skills | 2, 3, 4, 5 |
| 1 to 100 I’m Ready | 2, 3, 4, 5 |
| Counting Past 100 Skills |  |
| Counting Past 100 I’m Ready |  |
| Counting Backwards | 3 |

|  |  |
| --- | --- |
| **Reading Numbers** | |
| 1 to 10 |  |
| 11 to 20 |  |
| Multiples of 10 | 1 - 5 |
| 2d Numbers | 1 - 5 |
| Multiples of 100 |  |

|  |  |
| --- | --- |
| **Counting Skills** | |
| When to Count |  |
| Last Number is the Total |  |
| 1 to 1 Correspondence |  |

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| --- | --- |
| **Actual Counting** | |
| 1 to 10 |  |
| 1 to 20 & From a Pile |  |

|  |  |
| --- | --- |
| **Ordering Numbers** | |
| 1 to 10 |  |
| Different Amounts & 1 to 20 |  |
| 2d Numbers (2 Options) |  |
| 2d Numbers (5 Options) |  |

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| --- | --- |
| **Counting Multiples** | |
| Multiples of 10 |  |
| Multiples of 5 | 1 - 5 |
| Multiples of 2 | 3 |

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| **Squiggleworth** | |
| 2d Numbers |  |

**Year 1 - Term 1**

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**Year 1 - Term 1**

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| --- | --- |
| **Progress Drive** | **Steps** |
| Explore & Draw | 7 |
| 2D Shapes | 10 |
| 3D Shapes | 7 |
| Position & Direction | 9 |
|  | |
| **Progress Drive** | **Steps** |
| Amounts of Distance | 5 |
| Amounts of Mass | 4 |
| Amounts of Money | 4 |
| Amounts of Space | 4 |
| Amounts of Temperature | 4 |
| Amounts of Time | 10 |
| Amounts of Time: Telling the Time |  |
| Amounts of Turn | 2 |
|  | |
| **Progress Drive** | **Steps** |
| Fractions of a Whole | 1, 2 |
| Fractions of a Set | 3 |
| Fractions: Counting |  |
| Fractions: Learn Its | 1 |
| Fractions: It’s Nothing New |  |
| Fractions: Calculation |  |
| Percentages |  |
| Ratio |  |
|  | |
| **Progress Drive** | **Steps** |
| Diagrams & Tables | 5, 6 |
| Bar Charts | 1 |
| Averages |  |
| Line Graphs |  |
| Pie Charts |  |
| Probability |  |
|  | |
| **Progress Drive** | **Steps** |
| Pattern Spotting | 6 |
| Algebra |  |
| Prove It! |  |

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| --- | --- | --- |
| **Progress Drive** | **Steps** | |
| Amounts Exist |  | |
| Amounts Compared 1 |  | |
| Amounts are Needed |  | |
| Amounts Change |  | |
| Amounts Compared 2 |  | |
| Amounts Compared 3 |  | |
| Amounts Compared by Counting |  | |
| No Amount (Zero) |  | |
|  | | |
| **Progress Drives** | |  |
|  | | |
| **Progress Drive** | **Steps** | |
| My First Flashcards |  | |
| My Body Learn Its |  | |
| My Finger Double Learn Its |  | |
| My Halving Learn Its |  | |
| Double Facts |  | |
| My First Number Sentences |  | |
| Number Buddy (Bonds to 10) |  | |
| Add on 2 Learn Its | 1 - 5 | |
| Add on 3 Learn Its | 1, 2, 3 | |
| Single Digit Doubles |  | |
|  | | |
| **Progress Drive** | **Steps** | |
| Pim is Counting |  | |
| Pim Knows his Learn Its |  | |
| Pim Swaps Amounts |  | |
| Doubling Amounts | 2, 3, 4 | |
| Halving Amounts | 2, 3, 4 | |
| Who Won? |  | |
| Little Jigsaws | 2 | |
| Fact Families | 5 | |
|  | | |
| **Progress Drive** | **Steps** | |
| Addition | 13 - 16 | |
| Subtraction | 10 - 13 | |
| Multiplication | 4 | |
| Division | 6 | |

|  |  |
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| **Progress Drive** | **Steps** |
| **Saying Numbers** | |
| 1 to 10 |  |
| 11 to 20 |  |
| 1 to 100 Skills |  |
| 1 to 100 I’m Ready |  |
| Counting Past 100 Skills | 1 - 5 |
| Counting Past 100 I’m Ready |  |
| Counting Backwards | 4 |

|  |  |
| --- | --- |
| **Reading Numbers** | |
| 1 to 10 |  |
| 11 to 20 |  |
| Multiples of 10 |  |
| 2d Numbers |  |
| Multiples of 100 | 1 - 5 |

|  |  |
| --- | --- |
| **Counting Skills** | |
| When to Count |  |
| Last Number is the Total |  |
| 1 to 1 Correspondence |  |

|  |  |
| --- | --- |
| **Actual Counting** | |
| 1 to 10 |  |
| 1 to 20 & From a Pile |  |

|  |  |
| --- | --- |
| **Ordering Numbers** | |
| 1 to 10 |  |
| Different Amounts & 1 to 20 |  |
| 2d Numbers (2 Options) | 1 - 5 |
| 2d Numbers (5 Options) | 1, 2, 3 |

|  |  |
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| **Counting Multiples** | |
| Multiples of 10 |  |
| Multiples of 5 |  |
| Multiples of 2 | 3 |

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| --- | --- |
| **Squiggleworth** | |
| 2d Numbers |  |

**Year 1 - Term 2**

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**Year 1 - Term 2**

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| --- | --- |
| **Progress Drive** | **Steps** |
| Explore & Draw | 7 |
| 2D Shapes | 11 |
| 3D Shapes | 7 |
| Position & Direction | 9 |
|  | |
| **Progress Drive** | **Steps** |
| Amounts of Distance | 6 |
| Amounts of Mass | 5 |
| Amounts of Money | 5, 6 |
| Amounts of Space | 5 |
| Amounts of Temperature | 5 |
| Amounts of Time | 11, 12, 13 |
| Amounts of Time: Telling the Time | 1, 2, 3 |
| Amounts of Turn | 2 |
|  | |
| **Progress Drive** | **Steps** |
| Fractions of a Whole | 2 |
| Fractions of a Set | 4 |
| Fractions: Counting |  |
| Fractions: Learn Its | 1 |
| Fractions: It’s Nothing New |  |
| Fractions: Calculation |  |
| Percentages |  |
| Ratio |  |
|  | |
| **Progress Drive** | **Steps** |
| Diagrams & Tables | 6 |
| Bar Charts | 1 |
| Averages |  |
| Line Graphs |  |
| Pie Charts |  |
| Probability |  |
|  | |
| **Progress Drive** | **Steps** |
| Pattern Spotting | 7 |
| Algebra |  |
| Prove It! |  |

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| --- | --- | --- |
| **Progress Drive** | **Steps** | |
| Amounts Exist |  | |
| Amounts Compared 1 |  | |
| Amounts are Needed |  | |
| Amounts Change |  | |
| Amounts Compared 2 |  | |
| Amounts Compared 3 |  | |
| Amounts Compared by Counting |  | |
| No Amount (Zero) |  | |
|  | | |
| **Progress Drives** | |  |
|  | | |
| **Progress Drive** | **Steps** | |
| My First Flashcards |  | |
| My Body Learn Its |  | |
| My Finger Double Learn Its |  | |
| My Halving Learn Its |  | |
| Double Facts |  | |
| My First Number Sentences |  | |
| Number Buddy (Bonds to 10) |  | |
| Add on 2 Learn Its |  | |
| Add on 3 Learn Its |  | |
| Single Digit Doubles | 1, 2, 3, 4 | |
|  | | |
| **Progress Drive** | **Steps** | |
| Pim is Counting |  | |
| Pim Knows his Learn Its |  | |
| Pim Swaps Amounts |  | |
| Doubling Amounts | 4 | |
| Halving Amounts | 4 | |
| Who Won? |  | |
| Little Jigsaws | 3 | |
| Fact Families |  | |
|  | | |
| **Progress Drive** | **Steps** | |
| Addition | 17 - 20 | |
| Subtraction | 14 - 17 | |
| Multiplication | 5, 6 | |
| Division | 7, 8 | |

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| --- | --- |
| **Progress Drive** | **Steps** |
| **Saying Numbers** | |
| 1 to 10 |  |
| 11 to 20 |  |
| 1 to 100 Skills |  |
| 1 to 100 I’m Ready |  |
| Counting Past 100 Skills |  |
| Counting Past 100 I’m Ready | 1 - 5 |
| Counting Backwards | 5 |

|  |  |
| --- | --- |
| **Reading Numbers** | |
| 1 to 10 |  |
| 11 to 20 |  |
| Multiples of 10 |  |
| 2d Numbers |  |
| Multiples of 100 |  |

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| --- | --- |
| **Counting Skills** | |
| When to Count |  |
| Last Number is the Total |  |
| 1 to 1 Correspondence |  |

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| --- | --- |
| **Actual Counting** | |
| 1 to 10 |  |
| 1 to 20 & From a Pile |  |

|  |  |
| --- | --- |
| **Ordering Numbers** | |
| 1 to 10 |  |
| Different Amounts & 1 to 20 |  |
| 2d Numbers (2 Options) |  |
| 2d Numbers (5 Options) |  |

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| --- | --- |
| **Counting Multiples** | |
| Multiples of 10 |  |
| Multiples of 5 |  |
| Multiples of 2 | 4, 5 |

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| --- | --- |
| **Squiggleworth** | |
| 2d Numbers | 1 - 5 |

**Year 1 - Term 3**

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**Year 1 - Term 3**

|  |  |
| --- | --- |
| **Progress Drive** | **Steps** |
| Explore & Draw | 7 |
| 2D Shapes | 12, 13 |
| 3D Shapes | 8, 9, 10 |
| Position & Direction | 10 |
|  | |
| **Progress Drive** | **Steps** |
| Amounts of Distance | 6 |
| Amounts of Mass | 6 |
| Amounts of Money | 7 |
| Amounts of Space | 6 |
| Amounts of Temperature | 5 |
| Amounts of Time | 13 |
| Amounts of Time: Telling the Time | 4 |
| Amounts of Turn | 3 |
|  | |
| **Progress Drive** | **Steps** |
| Fractions of a Whole | 3, 4, 5, 6, 7 |
| Fractions of a Set | 5 |
| Fractions: Counting |  |
| Fractions: Learn Its | 1 |
| Fractions: It’s Nothing New |  |
| Fractions: Calculation |  |
| Percentages |  |
| Ratio | 1 |
|  | |
| **Progress Drive** | **Steps** |
| Diagrams & Tables | 7 - 12 |
| Bar Charts | 2 |
| Averages |  |
| Line Graphs | 1 |
| Pie Charts |  |
| Probability |  |
|  | |
| **Progress Drive** | **Steps** |
| Pattern Spotting | 8 |
| Algebra | 1, 2 |
| Prove It! | 1 |

# Little Big Maths and Development Matters

|  |  |  |
| --- | --- | --- |
| **Age Band** | **A Unique child observing what a child is learning** | **Where in the Little Big Maths Progress Drives?** |
| **Birth to three**  **-** babies, toddlers and young children will be learning to: | Combine objects like stacking blocks and cups. Put objects inside others and take them out again. | Pim Swaps Amounts: Step 1 |
| Take part in finger rhymes with numbers. | My Finger Double Learn Its: Step 5 |
| React to changes of amount in a group of up to three items. | Amounts Change: Step 3 & 4 |
| Compare amounts, saying ‘lots’, ‘more’ or ‘same’. | Amounts Compared 1: Step 4  Amounts Compared 2: Step 5  Amounts Compared 3: Step 5 |
| Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. | Saying Numbers 1: 1 to 10:  Step 2  Pim is Counting: Step 1 |
| Count in everyday contexts, sometimes skipping numbers - ‘1-2-3-5.’ | Saying Numbers 1: 1 to 10:  Step 3  Counting Skills: When to Count: Step 3 |
| Climb and squeeze themselves into different types of spaces. | Shape: Position and Direction: Step 5 |
| Build with a range of resources. |  |
| Complete inset puzzles. |  |
| Compare sizes, weights etc. using gesture and language - ‘bigger/little/ smaller’, ‘high/low’, ‘tall’, ‘heavy’. | Amounts Compared 1: Step 3  Amounts Compared 2: Step 2  Amounts Compared: 3 Step 2 |
| Notice patterns and arrange things in patterns. | Amounts Compared by Counting: Step 5  Dangerous Maths: Pattern Spotting: Step 4 |

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| **3 & 4 year olds -** will be learning to: | Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’). Recite numbers past 5. | Actual Counting: 1 to 10:  Step 1 |
| Recite numbers past 5. | Saying Numbers: 1 to 10:  Step 4 |
| Say one number for each item in order: 1,2,3,4,5. | Saying Numbers: 1 to 10:  Step 4 |
| Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’). | Counting Skills 2: Last Number is the Total:  Step 3 |
| Show ‘finger numbers’ up to 5. | My Body Learn Its: Step 3 |
| Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. | PIM is Counting: Step 4 |
| Experiment with their own symbols and marks as well as numerals. |  |
| Solve real world mathematical problems with numbers up to 5. | Amounts: Amounts Compared by Counting: Step 5 |
| Compare quantities using language: ‘more than’, ‘fewer than’. | Amounts: Amounts Compared 2: Step 3  Amounts: Amounts Compared 2: Step 4 |
| Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’. | Shape: 2D Shapes: Step 10 Shape: 3D Shapes: Step 7 |
| Understand position through words alone  – for example, “The bag is under the table,” –with no pointing. | Shape: Position & Direction: Step 8 |
| Describe a familiar route. | Shape: Position & Direction: Step 9 |
| Discuss routes and locations, using words like ‘in front of’ and ‘behind’. | Shape: Position & Direction: Step 4 |
| Make comparisons between objects relating to size, length, weight and capacity. | Amounts: Amounts Compared 2: Step 5 |

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| **3 & 4 year olds -** will be learning to: | Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. | Shape: Explore and Draw: Step 6  Shape: 2D Shapes: Step 2  Shape: 3D Shapes: Step 2 |
| Combine shapes to make new ones - an arch, a bigger triangle etc. | Shape: 2D Shapes: Step 2  Shape: 3D Shapes: Step 2 |
| 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. | Dangerous Maths: Pattern Spotting: Step 2 |
| Extend and create ABAB patterns – stick, leaf, stick, leaf. | Dangerous Maths: Pattern Spotting: Step 7 |
| Notice and correct an error in a repeating pattern. | Dangerous Maths: Pattern Spotting: Step 6 |
| Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ |  |

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| **Children in Reception**  will be learning to: | Count objects, actions and sounds. | Actual Counting: 1 to 10:  Step 5  Actual Counting: 1 to 20:  Step 5 |
| Subitise. | Actual Counting: 1 to 10:  Step 1 |
| Link the number symbol (numeral) with its cardinal number value. | Reading Numbers: 1 to 10:  Step 5 |
| Count beyond ten. | Saying Numbers: 11 to 20:  Step 5  Reading Numbers: 11 to 20:  Step 5  Actual Counting: 1 to 20:  Step 3  Actual Counting: Step 6 |
| Compare numbers. | Amounts: Amounts Compared 2: Step 5  Amounts: Amounts Compared 3: Step 5  Amounts: Amounts Compared 3: Step 5 |
| Understand the ‘one more than/one less than’ relationship between consecutive numbers. | Calculation: Addition: Step 4  Calculation: Subtraction: Step 4 |
| Explore the composition of numbers to 10. | Counting Skills: Step 5  Calculation: Addition: Step 4  Calculation: Subtraction: Step 4 |
| Automatically recall number bonds for numbers 0–10. | INN: Number Bonds to 10: Step 1  Learn Its: Step 4 |

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| **Children in Reception**  will be learning to: | Select, rotate and manipulate shapes in order to develop spatial reasoning skills. | Shape: Position & Direction: Step 8  Shape: 2D Shapes: Step 10 Shape: 3d Shapes: Step 10 Shape: Explore & Draw: Step 5 |
| Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. | Shape: Explore & Draw: Step 5 Shape: 3d Shapes: Step 7 |
| Continue, copy and create repeating patterns. | Dangerous Maths: Pattern Spotting: Step 7 |
| Compare length, weight and capacity. | Amounts of Mass: Step 4  Amounts of Distance: Step 4 Amounts of Space: Step 4 |

**Notes**