EYFS MATHS 2026/27

The LAAT Maths Curriculum powerfully aligns with the Trust's vision of Excellence, Exploration and Encouragement powered by Equity. It ensures every pupil is seen, supported and challenged, delivering a high-quality, inclusive mathematical education that builds strong foundations for lifelong learning, wellbeing and success.





MATHEMATICS IN THE EARLY YEARS FOUNDATION STAGE

This document indicates how our school has designed the curriculum in early years to give children the mathematical foundational knowledge and understanding they will need for key stage 1 and for the rest of their schooling.

It is expected that children will encounter, explore and learn the concepts throughout provision and at different times throughout the year, additional to these times of directed teaching input.

Whilst focusing on the different Mathematical Development Focus Skills, practitioners will target individual children and teach these skills based on the child's own number sense accordingly, choosing and using the appropriate and varied representations and resources across the school year.

Practitioners should use this as a working document, making annotations of any changes and additions they make.

It is important that practitioners provide multiple child centered and adult scaffolded opportunities in Mathematics rather than leading children into formalised adult-led provision too early.

MATHEMATICS

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Statutory Framework for the early years foundation stage, DfE, Effective 1 September 2021

OPPORTUNITIES WITHIN THE DAILY ROUTINE

Mathematics should be continuous throughout the Early Years Provision and daily routine.
Below is a suggestion of such opportunities for Mathematics - indicate which term you will include this in provision
Include any of your own not listed

	AUT	SPR	SUM		AUT	SPR	SUM		AUT	SPR	SUM
• *Self-registration on a tens frame*				• *How many here? Absent?*				• *Times of the day*			
• *No. of children*				• *Sorting & classifying*				• *Routines*			
• *Snack*				• *Maths Working Wall*				• *References to clock*			
• *Day – Date - countdowns*				• *Voting for stories*				• *Birthdays*			
• *Days of the week*				• *Daily counting / counting down*				• *Age*			
• *Day / month / season*				• *Dinner hall – language related to cutting up food etc*				• *Height*			
• *Phonics count*				• *General mathematical vocabulary in the environment*				• *Resources arranged on tens frames*			
• *Ordinality*				• *3D shapes in construction*				• *Dojo points on tens frames*			
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AUTUMN TERM			
WEEK	**DOMAIN**	**EARLY MATHEMATICAL DEVELOPMENT FOCUS**	**FURTHER REFERENCE DOCUMENTS**
1 & 2 Wk Beg: 3 Sept & 7 Sept	**Assessments**	Reception Baseline Assessments	• https://www.gov.uk/guidance/reception-baseline-assessment
3 Wk Beg: 14 Sept	**Pattern**	AB pattern • Copy, continue, create, fix and describe *patterns can be made with objects, outdoor materials, movements and sounds.* *Also, within contexts such as turn taking, timetables, numbers and stories* • Make given patterns with the same number of things *Provide given number of objects and ask children to create an AB pattern.* *E.g. you have got 5 blue counters and 5 green counters, could you arrange them in a pattern?*	• Development Matters • Birth to 5 Matters • NCETM Early Years Typical Progression Chart – Pattern • Learning Trajectories - Patterning
4 Wk Beg: 21 Sept	**Number** Counting	The one-to-one principle • Saying number words in sequence *Boss the Blue - to at least 3* • Tagging each object with one number word *Boss the Blue - to at least 3* *counting in a line – movement, counting in a line – touch, arranging in a line for counting, counting in other arrangements, counting pictorially* • Knowing the last number counted gives the total so far *Boss the Blue - to at least 3* • Show a number of fingers without counting *Boss the Blue – GROW to at least 3* *Begin with chn 'growing' fingers as appropriate (counting before showing)*	• Development Matters • Birth to 5 Matters • NCETM Early Years Typical Progression Chart – Cardinality and Counting • Learning Trajectories - Counting
5 Wk Beg: 28 Sept	**Number** Comparison (objects)	• Comparing, matching and sorting objects *Colour, size, type and texture.* *Recognising and describing when things are the same and different.* *Develop language of comparison.* *Objects to objects, Objects to pictures then pictures to pictures.*	• Development Matters • Birth to 5 Matters • NCETM Early Years Typical Progression Chart – Comparison • Learning Trajectories – Comparing Number

AUTUMN TERM			
WEEK	**DOMAIN**	**EARLY MATHEMATICAL DEVELOPMENT FOCUS**	**FURTHER REFERENCE DOCUMENTS**
6 Wk Beg: 5 Oct	**Number** Comparison (numbers)	• Comparing quantities recognising more/fewer (less) without counting *Using language of comparison from last week.* *Quantities with a distinct difference.* *Real objects and pictures of real objects.* *Consider representations of quantities where appropriate including real objects, pictures of objects, dot quantities, fingers and into numerals, if appropriate* • Recognising when there is the same amount (equal) *Boss the Blue - to at least 3* *Using language of comparison from last week – expose chn to the language of 'equal' meaning the same but no expectation of chn to use this for themselves.* *Focus on understanding of 'the same'. Equals is taught as a concept in Y1.*	• Development Matters • Birth to 5 Matters • NCETM Early Years Typical Progression Chart – Comparison • Learning Trajectories – Comparing Number
7 Wk Beg: 12 Oct	**Number** Cardinality	Subitising • Recognising small quantities without needing to count them all (perceptual subitising) *Boss the Blue - to at least 3* • Instantly recognise small quantities *Boss the Blue - to at least 3* *regular and irregular arrangements*	• Development Matters • Birth to 5 Matters • NCETM Early Years Typical Progression Chart – Composition • NCETM Early Years Typical Progression Chart – Cardinality and Counting
8 Wk Beg: 19 Oct	**Number** Composition	Subitising • Recognise that numbers are made up of smaller numbers • Recognise smaller quantities within larger amounts Know the whole is bigger than a part *Recognise the larger amount as the whole and the smaller quantities within as the parts* • Separate a small number of objects in different ways *Regular (e.g. Five and ten frames) and irregular arrangements (e.g. Groups of objects),* *Talk about different arrangements they can see within the whole*	• Development Matters • Birth to 5 Matters • NCETM Early Years Typical Progression Chart – Composition • NCETM Early Years Typical Progression Chart – Cardinality and Counting • Learning Trajectories – Subitising • Learning Trajectories – Composing Number
9 Wk Beg: 2 Nov	**Number** Composition	Subitising • Separate a small number of objects in different ways *Boss the Blue - to at least 3* *Focus on conservation of number* *Recognise that rearrangement of the same quantity of objects does not change the total.* *Regular (e.g. Five and ten frames) and irregular arrangements (e.g. Groups of objects),* *Talk about different arrangements they can see within the whole* • Seeing groups and combining to a total (conceptual subitising) *Use perceptual subitisation of number to support counting from a number other than 1.* *E.g. in 5, I can see two there, so I can start counting from 2 …3, 4, 5*	• Development Matters • Birth to 5 Matters • NCETM Early Years Typical Progression Chart – Composition • NCETM Early Years Typical Progression Chart – Cardinality and Counting • Learning Trajectories – Subitising • Learning Trajectories – Composing Number

AUTUMN TERM			
WEEK	**DOMAIN**	**EARLY MATHEMATICAL DEVELOPMENT FOCUS**	**FURTHER REFERENCE DOCUMENTS**
10 Wk Beg: 9 Nov	**Shape**	*EYFS is about the exploration of the shape and using language to discuss their observations / choices.* *Y1 will explore shape names, Y2 will explore shape properties.* • Choose items based on their shape which are appropriate for purpose and justify their choice *Choose for purpose such as wedge for ramp, discuss appropriate and inappropriate choices,* • Use informal language and common shape names *Informal language such as slanty* *Common 2d and 3d shape names* *Discuss nearly shapes* • Show similarities and differences between objects • Construct and create things that represent objects in their environment *e.g. Cylinders for wheels because they roll*	• Development Matters • Birth to 5 Matters • NCETM Early Years Typical Progression Chart – Shape and Space • Learning Trajectories – 2D shapes • Learning Trajectories – Composing 2D shapes • Learning Trajectories – Disembedding Shapes • Learning Trajectories – 3D shapes • Learning Trajectories – Composing 3D shapes
11 Wk Beg: 16 Nov	**Spatial Awareness**	• Responds to and uses language of position and direction *Boss the Blue – on, under, behind, in front of* *Include prepositional language* • Predicts, moves and rotates objects to fit the space or create the shape they would like *riding vehicles around routes, construction, jigsaws, tangrams, Numicon pictures*	• Development Matters • Birth to 5 Matters • NCETM Early Years Typical Progression Chart – Shape and Space • Learning Trajectories – Spatial Visualization • Learning Trajectories – Spatial Orientation
12 Wk Beg: 23 Nov	**Number** Counting	The 5 counting principles • Reciting number words forwards and backwards *Boss the Blue - to at least 5* *Pattern of number names in order.* *Ensure use of zero.* • Tagging each object with one number word *(Boss the Blue - to at least 5)* *counting in a line – movement, counting in a line – touch, arranging in a line for counting, counting in other arrangements, counting pictorially* • Knowing the last number counted gives the total so far *Boss the Blue - to at least 5* • Show a number of fingers without counting *Boss the Blue – SHOW to at least 3, GROW to at least 5* • Knowing that rearrangement of objects does not change the value • Link/match the numeral with its cardinal number value *Boss the Blue - to at least 3* *Use a range of number formats/fonts*	• Development Matters • Birth to 5 Matters • NCETM Early Years Typical Progression Chart – Cardinality and Counting • Learning Trajectories - Counting

AUTUMN TERM			
WEEK	**DOMAIN**	**EARLY MATHEMATICAL DEVELOPMENT FOCUS**	**FURTHER REFERENCE DOCUMENTS**
13 Wk Beg: 30 Nov	**Number** Comparison	• Comparing quantities recognising more/fewer (less) without counting • **Recognising when there is the same amount (equal)** • **Use counting to identify which is more/fewer (less) / same (equal)** *Compare quantities that are far apart, near to, next to each other and equal.*	• Development Matters • Birth to 5 Matters • NCETM Early Years Typical Progression Chart – Cardinality and Counting • Learning Trajectories - Counting
14 & 15 Wk Beg: 7 Dec & 14 Dec	**Measure** Size & length	• Recognise attributes of measure *e.g. Size – big/small, Length – long/tall* • Compare measure *e.g. bigger/smaller, taller / shorter,* *Boss the Blue – respond to a question asking 'which is bigger/smaller comparing two items of significant difference* • Order and compare measure *e.g. things that are the same (equal / balanced), smaller (shorter / less), larger (taller / more)* • Align starting points for measure • - Make appropriate choice of measuring tool *e.g. cubes or bricks, feet etc* • Use units to measure and compare *e.g. Identical bricks, non-standard consistently sized units, length*	• Development Matters • Birth to 5 Matters • NCETM Early Years Typical Progression Chart – Measures • Learning Trajectories - Length

SPRING TERM			
WEEK	**DOMAIN**	**EARLY MATHEMATICAL DEVELOPMENT FOCUS**	**FURTHER REFERENCE DOCUMENTS**
1 Wk Beg: 5 Jan	**Number** Counting	The 5 counting principles • Reciting number words forwards and backwards *Boss the Blue – to at least 10* • Link/match the numeral with its cardinal number value *Boss the Blue – to at least 5* *E.g. Seeing numeral 3 and matching to a quantity. Use a range of number formats / fonts.* • Count from numbers other than 1 • Count a smaller number from a larger group *Fetch 7 cubes out of the tray of a large quantity – do the children know when to stop counting?*	• Development Matters • Birth to 5 Matters • NCETM Early Years Typical Progression Chart – Cardinality and Counting • Learning Trajectories - Counting
2 Wk Beg: 11 Jan	**Number** Counting	The 5 counting principles • Recognise that each counting number is one more than the one before *Use step patterns, Numicon shapes, fingers and other Build-It Representations* • Recognise that each counting number is one more / one less than the one before / after • Understand the one more than / one less than relationship between consecutive numbers *Boss the Blue – rhymes linked to counting backwards and building staircase patterns to 5* *staircase patterns, number lines,* *e.g. knowing that 5 is one less than 6 because 5 comes before 6*	
3 Wk Beg: 18 Jan	**Number** Comparison	• Use counting to identify which is more / less/ same *Boss the Blue – to at least 5* *real objects and pictures of real objects* • Compare two numerals through counting by counting or matching one-to-one • Order quantities and numerals *compare numbers that are far apart, near to and next to each other*	• Development Matters • Birth to 5 Matters • NCETM Early Years Typical Progression Chart – Comparison • Learning Trajectories – Comparing Number
4 Wk Beg: 25 Jan	**Measure** Time	• Recall a sequence of events in everyday life and stories *Boss the Blue – give the name of at least one of the days of the week, recognise that the weekend is when we are not at school, use the word today accurately* *E.G. Night / day, today, tomorrow, weekend, days of the week through songs and stories etc.* • Order and sequence events Begin to measure time with timers and calendars *Link to areas of the curriculum e.g. Science where looking at the seasons. Timers such as sand timers.* • Make children aware of the clock *Children do not learn to tell the time yet as they don't yet have any understanding of standard units of time but you can start pointing out key points such as the 12 is when lunch is etc*	• Development Matters • Birth to 5 Matters • NCETM Early Years Typical Progression Chart – Measures

SPRING TERM			
WEEK	**DOMAIN**	**EARLY MATHEMATICAL DEVELOPMENT FOCUS**	**FURTHER REFERENCE DOCUMENTS**
5 Wk Beg: 1 Feb	**Number** Composition	• Recognise smaller quantities within larger amounts *Boss the Blue – to at least 5* *Building on subitising skills from earlier in the year* • Know the whole is bigger than a part *Recognise the larger amount as the whole and the smaller quantities within as the parts* • Separate a small number of objects in different ways *Boss the Blue – to at least 5* *Using objects and through play.* *Recognise that the objects can be anyway around and still make the same total.* *E.g. 5 red apples on the left and 3 green apples on the right still gives 8 apples if they switch sides*	• Development Matters • Birth to 5 Matters • NCETM Early Years Typical Progression Chart – Composition • Learning Trajectories - Subitizing • Learning Trajectories – Composing Numbers • Learning Trajectories – Adding / Subtracting
6 Wk Beg: 8 Feb	**Number** Composition	• Separate the same amount into different pairs of numbers *Boss the Blue – to at least 5* *Understand a pair as two parts, recognise that the pair of numbers always make the same total.* *Use Numicon shapes of two different colours to make a quantity, show five/tens frames with two different colours to show different pairs for the same quantity.* • Separate a small number of objects in different ways and recognise that those groups can be recombined to make the same total *Boss the Blue – to at least 5* *Using objects and through play.* *Explore on a tens frame using two colours.* *Explore using two Numicon shapes etc*	• Development Matters • Birth to 5 Matters • NCETM Early Years Typical Progression Chart – Composition • Learning Trajectories - Subitizing • Learning Trajectories – Composing Numbers • Learning Trajectories – Adding / Subtracting
7 Wk Beg: 22 Feb	**Pattern**	More complex patterns *E.g. AB, ABC, ABB, ABBC, AABB patterns* • Copy, continue, create *Patterns can be made with objects, outdoor materials, movements and sounds.* *Also, within contexts such as turn taking, timetables, numbers and stories* • Make given patterns with the same number of things *Provide given number of objects and ask children to create a more complex pattern.* *E.g. you have got 5 blue counters, 5 green counters and 5 red counters, could you arrange them in an ABC pattern?*	• Development Matters • Birth to 5 Matters • NCETM Early Years Typical Progression Chart – Pattern Learning Trajectories - Patterning
8 Wk Beg: 1 Mar	**Pattern**	More complex patterns *E.g. AB, ABC, ABB, ABBC, AABB patterns* • fix and describe • Represent patterns with symbols *e.g. Red dinosaur represented by red dot*	

SPRING TERM			
WEEK	**DOMAIN**	**EARLY MATHEMATICAL DEVELOPMENT FOCUS**	**FURTHER REFERENCE DOCUMENTS**
9 Wk Beg: 8 Mar	**Shape**	• Recognise a shape can have other shapes within it, just as numbers can *E.g. recognise a shape within a shape picture such a triangle for the roof of a house* • Combine shapes to make new shapes • Compose and decompose shapes • Predict what shapes they will make when folding paper	• Development Matters • Birth to 5 Matters • NCETM Early Years Typical Progression Chart – Shape and Space • Learning Trajectories – 2D shapes • Learning Trajectories – Composing 2D shapes • Learning Trajectories – Disembedding Shapes • Learning Trajectories – 3D shapes • Learning Trajectories – Composing 3D shapes
10 Wk Beg: 15 Mar	**Spatial awareness**	• Use spatial language, including following and giving directions, and describing what they see from different viewpoints *Describe position and give directions in play and everyday routines* • Predicts, moves and rotates objects to fit the space they would like *riding vehicles around routes, construction, jigsaws, tangrams, Numicon pictures*	• Development Matters • Birth to 5 Matters • NCETM Early Years Typical Progression Chart – Shape and Space • Learning Trajectories – Spatial Visualization • Learning Trajectories – Spatial Orientation
11 Wk Beg: 22 Mar	**Measure** Size & weight	• Recognise attributes of measure *e.g. Size – big/small, weight/mass – heavy/light,* • Compare measure *e.g. bigger/smaller, heavier / lighter,* *Discuss how the size of an object doesn't necessarily correspond with the weight.* *Compare two items.* • Order measure *e.g. things that are the same (equal / balanced), smaller (lighter / less), larger (heavier / more), heavier/heaviest etc* *Compare and order more than 2 items.* • Estimate and predict measure *e.g. non-standard units.* *Reasonableness of estimate – what would be an unreasonably big / small estimate?* *What would be a sensible estimate?* • Make appropriate choice of measuring tool *e.g. cubes or bricks* • Use units to measure and compare *e.g. Identical bricks, weight*	• Development Matters • Birth to 5 Matters • NCETM Early Years Typical Progression Chart – Measures • Learning Trajectories - Measures

SUMMER TERM			
WEEK	**DOMAIN**	**EARLY MATHEMATICAL DEVELOPMENT FOCUS**	**FURTHER REFERENCE DOCUMENTS**
1 Wk Beg: 14 Apr	**Number** Counting	• Counting accurately using 5 principles of counting *Boss the Blue – to at least 8* • Count from numbers other than 1 • Estimate how many there might be before counting *Reasonableness of estimate.* • *What would be an unreasonably big answer? What would be an unreasonably small answer? What would be a reasonable answer?*	• Development matters • Birth to 5 matters • NCETM Early Years typical progression chart – cardinality and counting • Learning trajectories – counting
2 Wk Beg: 19 Apr	**Number** Comparison	• Identify 'first, second etc' objects in a sequence *Boss the Blue – first, last* • Ordinal numbers	• Development matters • Birth to 5 matters • NCETM Early Years typical progression chart – comparison • Learning trajectories – comparing number
3 Wk Beg: 26 Apr	**Number** Comparison	• Comparing quantities of the same sized objects *Boss the Blue – to at least 5* • Comparing quantities of different sized objects *Boss the Blue – to at least 5* *Comparing objects and quantities of objects was initially visited in Autumn Wk 5 & 6 – this brings all counting concepts from previous terms together in application now* *Compare in both ways.* *E.g. 2 is less than 5. 5 is more than 2. 3 pegs has the same total as 1 peg and 2 paperclips – there is still 3.*	• Development matters • Birth to 5 matters • NCETM Early Years typical progression chart – comparison • Learning trajectories – comparing number
4 Wk Beg: 4 Ma	**Number** Composition	• Know the whole is bigger than a part • Separate the same amount into different pairs of numbers *Boss the Blue – different pairs to at least 5* *Understand a pair as two, recognise that the pair of numbers always make the same total* • Combine pairs of numbers to find a total *Boss the Blue – to at least 5* *Using objects and through play – e.g. which two Numicon shapes can make ten?*	• Development matters • Birth to 5 matters • NCETM Early Years typical progression chart – composition • Learning trajectories - subitizing • Learning trajectories – composing numbers • Learning trajectories – adding / subtracting
5 Wk Beg: 10 May	**Number** Composition	• Know which pairs make a given number *Boss the Blue – to at least 5* • Automatically recall number bonds *How many more to make ten?* *ELG – number bonds 1-5 and some number bonds within 6-10*	

SUMMER TERM			
WEEK	**DOMAIN**	**EARLY MATHEMATICAL DEVELOPMENT FOCUS**	**FURTHER REFERENCE DOCUMENTS**
6 Wk Beg: 17 May	**Measure** Capacity	• Recognise attributes of measure *e.g. capacity – empty/full* • Compare measure *Compare 2* • Order measure *e.g. more liquid / less liquid, fuller,* *Compare 2 or more* • Estimate and predict measure *e.g. how many cups of water do we think will fill this bucket?* • Make appropriate choice of measuring tool *e.g. Spoon or cup to fill a bucket?* • Use units to measure and compare *e.g. non-standard consistently sized units e.g. cups*	• Development Matters • Birth to 5 Matters • NCETM Early Years Typical Progression Chart – Measures • NCETM Early Years Typical Progression Chart – Volume
7 Wk Beg: 24 May	**Number** Composition	Number bonds • Know which pairs make a given number *Boss the Blue – to at least 5* *Understand a pair as two parts* • Automatically recall number bonds • *Appropriate to child's number sense – combination of two numbers and their relationships*	• Development matters • Birth to 5 matters • NCETM Early Years typical progression chart – composition • Learning trajectories - subitizing • Learning trajectories – composing numbers • Learning trajectories – adding / subtracting • Learning trajectories – comparing number
8 Wk Beg: 7 June	**Number** Composition	Doubles • Understand that double means twice as many • Recognise doubles and non-doubles *Understand a double as two parts that are the same,* *e.g. double 3 – one part is 3, the other part is 3, altogether there is 6. Double 3 is 6.*	• Development matters • Birth to 5 matters • NCETM Early Years typical progression chart – composition • Learning trajectories - subitizing • Learning trajectories – composing numbers • Learning trajectories – adding / subtracting • Learning trajectories – comparing number
9 Wk Beg: 14 June	**Number** Composition	Sharing and grouping • Recognise and make equal groups *Identifying when a group is / is not equal, thinking about how to make groups equal. Equal groups of any quantity – e.g. sharing tableware amongst four* • Recognise 'leftovers' from making equal groups	• Development matters • Birth to 5 matters • NCETM Early Years typical progression chart – composition • Learning trajectories – composing numbers

SUMMER TERM			
WEEK	**DOMAIN**	**EARLY MATHEMATICAL DEVELOPMENT FOCUS**	**FURTHER REFERENCE DOCUMENTS**
10 Wk Beg: 21 June	**Number** Composition	Odd and even numbers • Recognise some quantities will share equally into 2 groups and some will not leaving an odd one left over *Boss the Blue –e.g. continuing from last week sharing tableware but this time with one too many forks etc 'that's odd isn't it?'* • Notice the odd and even structure on number shapes and in ten frames *Notice pairs and notice when we have an even quantity or an odd with a left over / no partner* *Use the ten frame and Numicon to notice the pair-wise pattern and when there is an odd one* • Explore and represent odd and even numbers	• Learning trajectories – multiplying and dividing
11 Wk Beg: 28 June	**Number** Composition	Number bonds to and within 10 • Know which pairs make a given number *Boss the Blue – to at least 5* *Understand a pair as two, how many more to make ten?* • Automatically recall number bonds *Boss the Blue – to at least 5* *How many more to make ten?* *ELG – number bonds 1-5 and some number bonds within 6-10*	• Development matters • Birth to 5 matters • NCETM Early Years typical progression chart – composition • Learning trajectories - subitizing • Learning trajectories – composing numbers • Learning trajectories – adding / subtracting • Learning trajectories – composing numbers
12 Wk Beg: 5 July	**Number** Composition	• Separate the same amount into more than two parts *Boss the Blue – to at least 5* *e.g. Use 3 colours on a ten frame to make ten* • Combine more than two parts *Using objects and through play – e.g. 5 sheep in a field, 2 in the barn and 3 on the trailer – how many sheep altogether?*	

SUMMER TERM			
WEEK	**DOMAIN**	**EARLY MATHEMATICAL DEVELOPMENT FOCUS**	**FURTHER REFERENCE DOCUMENTS**
13 Wk Beg: 12 July	**Shape & Spatial Awareness**	• Recognise regular shapes within other shapes • Recognise regular shapes, such as triangles and rectangles, represented differently *e.g. Size, colour, orientation, materials* • Predicts, moves and rotates objects to fit the space or create the shape they would like *riding vehicles around routes, construction, jigsaws, tangrams, Numicon pictures* • Investigate turning and flipping objects in order to make shapes fit and create models *describe position and give directions in play and everyday routines*	• Development Matters • Birth to 5 Matters • NCETM Early Years Typical Progression Chart – Shape and Space • Learning Trajectories – 2D shapes • Learning Trajectories – Composing 2D shapes • Learning Trajectories – Disembedding Shapes • Learning Trajectories – 3D shapes • Learning Trajectories – Composing 3D shapes • Learning Trajectories – Spatial Visualization • Learning Trajectories – Spatial Orientation
14 Wk Beg: 19 July	**Pattern**	• Copy, continue, create, fix and describe *Secure and consolidate from previous terms, as required* *AB and more complex patterns* • Replicate a pattern using a different median *e.g. Shape pattern replicated using leaves, sticks and stones* • Make a pattern which repeats around a circle • Make a pattern around a border with a fixed number of squares • Spot patterns in the world around us, beginning to identify the pattern 'rule'	• Development Matters • Birth to 5 Matters • NCETM Early Years Typical Progression Chart – Pattern • Learning Trajectories - Patterning