Term 1 & 2

Ordinality, order & position	Verbally count to 10 forwards & backwards using songs & rhymes Count things that can't be seen - 5 Solve 1 more & 1 less to 5
Cardinality, label for the group	Recognition of Numerals – 5 Perceptual Subitising 1-3, then 4, then 5. See it, use circling finger. Concept images: Natural world, fingers, spot patterns (random, dice & dominoes showing up to 5 dots on each half), 5 frames, numicon, Numberblocks, cuisenaire, rekenreks 1 push
Comparison	Compare quantities up to 5 recognising same, more (greater number) less (fewer number).
Composition	Conceptual subitising – 5 (addition/subtraction/partitioning all taught together)
Conservation	Different arrangements to 5
Classification & sorting	Same & different generally. Teach surface & edge (flat,curved)
Mark Making	Draw around quantities to 4 to perceptually subitise and quantities to 5 to conceptually subitise. Draw quantities to 5 using concept images

Term 3 & 4

Ordinality, order & position	Verbally count to 10 forwards and backwards from any number to any number Count things that can't be seen - 10 Recall 1 more & 1 less to 5 Solve 1 more & 1 less to 10
Cardinality, label for the group	Recognise Numerals -10. Write numerals -5
Comparison	Compare quantities up to 10 recognising same, more (greater number) less (fewer number). Estimate – dot patterns more than 5
Composition	Conceptual subitising – 10 (addition/subtraction/partitioning all taught together). Rekenreks 1 push -10

	Represent using part whole and bar models to 5 then to 10 Missing parts and wholes Equal Sharing 'When the Doorbell Rang' Begin to recall combinations that total 3,4 & 5
Conservation	
Classification & sorting	Shape: exploring properties. Surface then face. Edges Walters Wonderful web (2d shape names) shape of surfaces
Mark Making	Draw around quantities to 4 to perceptually subitise and quantities to 10 to conceptually subitise. Draw quantities to 10 using concept images. Draw part whole.

Term 5 & 6

Ordinality, order & position	Verbally counting beyond 20, recognising the pattern Order numbers to 10 Order numerals not in sequence e.g. 5, 9, 2. Recall 1 more & 1 less to 10 Identify missing numbers
Cardinality, label for the group	Recognise numerals beyond 10 (e.g. 12= 1 finished ten and 2 of the next 10) Write numerals beyond 10. Draw 10s and 1s e.g 32 III ..
Comparison	Comparison of 7 and 8 Developing a sense of magnitude, e.g. knowing that 8 is a lot more than 2, but that 4 is only a little bit more than 2. 5 needs x to make x. Estimate – dot patterns more than 5, more than 10
Composition	Recall all number bonds to 5 and some to 10 Recall double facts Conceptual subitising of quantities 5-10 within larger groups Teach grouping arrays Equal sharing. A Remainder of One story. Link to arrays and 'even' Part whole

	Addition and subtraction number tracks, moving away from 10s frames by building underneath and turning them over before removing altogether. Link to bar modelling
Conservation	
Classification & sorting	Angles, vertices, sides, triangle, polygons, quadrilaterals, square rectangle, oblong rectangle
Mark Making	Secure numeral formation. Write numerals beyond 10. Draw 10s and 1s. Draw arrays. Record on 5/10 frames. Continue to draw concept images.