

# Continuous Provision Progression Grid

*Intention- For children to understand the foundation on mathematics. All children will leave EYFS understanding numbers to 20 and beyond. They will be able to manipulate these numbers in readiness for Year One. Children will be familiar language associated with shape, space and measure by taking part in hands on experiences.*

*Mathematics  
"The only way to learn Mathematics is to do Mathematics"  
Paul Halmos*

## Questioning Children

- How did you...?
- Show me how you...
- What will you need for...?
- I wonder what would happen if...?
- What do you notice when we...?
- What do you think about your...?
- How much more do you have?
- How many bears are there?
- Can you find the number to match this set?
- I think that I should put six objects into this bowl. Am I correct?
- How many... can you see/find?
- Which one is the heaviest?
- Is this pattern correct? How do you know?
- What should come next? Why do you think that?
- Which number is missing?
- Which shape has more sides?
- What can you tell me about this shape?
- How is this shape the same/different to this shape?
- What shape is this?
- How many do we have altogether?
- Which set has more/fewer?
- Can you find a set that has the same?

## Development Matters

*Mathematics-Birth to Three-*

*Adults will consistently count in everyday contexts to ensure children do not skip numbers.*

*Take part in finger rhymes with numbers*

*Complete inset puzzles.*

*Three to Four-*

*Adults will build upon the children verbal knowledge of counting leading to developing their 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.*

*Adults will extend the children knowledge related to measure by making comparisons between objects relating to size, length, weight and capacity.*

*Extend and create ABAB patterns - stick, leaf, stick, leaf.*

*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.*

*Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.*

*Children in reception will begin to:*

*Count beyond ten.*

*Compare numbers*

*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.*

*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.*

*Continue, copy and create repeating patterns.*

*Number- ELG*

*Have a deep understanding of number to 10, including the composition of each number.*

*Subitise (recognise quantities without counting) up to 5.*

*Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.*

*Numerical Patterns- ELG*

*Verbally count beyond 20, recognising the pattern of the counting system.*

*Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.*

# Adults will support our mathematicians by...

## Using Key Vocab:

### Essential Vocab:

Number names,  
numbers, numeral.

Count, count on, count  
back.

Compare, amount, more, less, fewer, same.

Higher, lower, full, empty, big/bigger, small/smaller, long/longer, tall/taller,  
short/shorter, heavy/heavier, light/lighter, wide/wider, fatter/thinner, too  
much, big, little.

Match, sort, same,  
different. Balance,  
measure, weigh,  
scales.

2D shape names (such as circle, triangle, square, rectangle), round, flat,  
straight, curvy, pointy, pointed.

3D shape names (cube, cuboid, cylinder, cone,  
sphere) Days of the week, months of year,  
clock, time, day,

Pattern, repeat, first, next, before, after, continue, copy, create, sequence,  
order. Positional language words (such as in, on, under, next to, between, in  
front of, behind).

### Extended:

Quantity

Add, addition, take away, subtraction,  
altogether, equals. Coin, pound, pence, penny.

Sides, corners, edges, vertices, faces, rotate, manipulate, combine,  
decompose. Route, direction, forwards, backwards, right, left.

Planning in areas will take into consideration children's ability and past experiences over the year. This document is to be used as a bench mark and built upon for individuals and groups.

Mathematics is integrated into most areas with the EYFS provision. Children will build up their vocab and mathematical skill set throughout the year in Mathematics lessons, activities and use of the indoor and outdoor provision.

Children will have the opportunity to explore the Numeracy area everyday that will be set up with activities directly correlated to their learning.

## What adults will provide

What adults can provide:

Jigsaws  
Interlocking  
cubes  
Counters  
Number  
shapes  
Sorting  
hoops  
Natural materials (for sorting, comparing and counting)  
Small world toys (for sorting, comparing and counting)  
Matching cards  
Number lines and number tracks  
Washing line  
Magnetic numbers  
Numeral cards  
Sand timers  
Visual timetable  
Coins  
Playing cards  
Five-frames and ten-frames  
Double-sided counters  
Maths  
Number formation cards  
Items of different lengths (for children to compare and measure using non-standard units or rulers)  
Numbered baskets and bowls  
Repeating pattern cards and accompanying resources  
Numeral dice  
Clock  
Calendar  
Diaries  
Tangrams  
Calculator  
Addition and subtraction calculation cards  
Dice with addition, subtraction and equals symbols  
Part-whole models  
Hundred square  
Shape/model cards (for the children to copy)  
Resources to explore capacity (such as bottles, jugs and containers of different sizes and shapes)

Term	Links to Development Matters	Intent	Possible Activities in Continuous Provision	Resources	Activities from MTP to support intent of half term.	Review of area/ Other activities used to follow children's interests.														
<p><b>Autumn 1</b> <b>A Story to Remember</b></p> <ul style="list-style-type: none"> <li>• How did you...?</li> <li>• Show me how you...</li> <li>• What will you need for...?</li> <li>• I wonder what would happen if...</li> </ul>	<p>Mathematics- Birth to Three- Adults will consistently count in everyday contexts to ensure children do not skip numbers. Take part in finger rhymes with numbers. Complete inset puzzles.</p> <p>Mathematics- Three to Four- Adults will build upon the children verbal knowledge of counting leading to developing their 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. Adults will extend the children knowledge related to measure by making comparisons between objects relating to size, length, weight and capacity. Extend and create ABAB patterns - stick, leaf, stick, leaf.</p>	<p>Children will begin to gain an understanding of number.</p> <p>Children will explore number through counting, number rhymes, counting objects, exploring the continuous provision that will including opportunities to explore Mathematics in all areas.</p> <p>Adults will use the two stories 'The Bear Hunt' and 'The Gruffalo' will be used to create counting activities throughout the term.</p> 	<p>Creating shape patterns with 2D shapes.</p> <p>Recognising dice patterns.</p> <p>Colour and size matching with counting bears.</p> <p>Pattern making peg boards.</p> <p>Number blocks</p> <p>Numeral and quantity matching 0-5.</p> <p>Sorting and matching.</p> <p><b>Phase 1 - Book List</b></p> <table border="1" data-bbox="1457 1115 1685 1394"> <tr><td>Where's My Teddy/It's The Bear - Jez Alborough</td></tr> <tr><td>The Bear In The Cave - Michael Rosen</td></tr> <tr><td>Peace At Last - Jill Murphy</td></tr> <tr><td>Seaweed Soup - Stuart J Murphy</td></tr> <tr><td>Clean Up Everybody - Stacey Sparks</td></tr> <tr><td>Beep Beep Vroom Vroom - Stuart J Murphy</td></tr> <tr><td>The Button Box - Margarette S Reid.</td></tr> <tr><td>Duck In the Truck - Jez Alborough</td></tr> <tr><td>Dear Zoo - Rod Campbell</td></tr> <tr><td>Mr Big - Ed Vere</td></tr> <tr><td>Naughty Bus - Jan Oke</td></tr> <tr><td>Crash Boom - Robbie R Harris</td></tr> <tr><td>A New House For Mouse - Petr Horacek</td></tr> <tr><td>The Right Place for Albert - Daphne Skinner</td></tr> </table> <p>Reading to children is an essential part of their development. Any of these books would be useful during Phase 1</p> 	Where's My Teddy/It's The Bear - Jez Alborough	The Bear In The Cave - Michael Rosen	Peace At Last - Jill Murphy	Seaweed Soup - Stuart J Murphy	Clean Up Everybody - Stacey Sparks	Beep Beep Vroom Vroom - Stuart J Murphy	The Button Box - Margarette S Reid.	Duck In the Truck - Jez Alborough	Dear Zoo - Rod Campbell	Mr Big - Ed Vere	Naughty Bus - Jan Oke	Crash Boom - Robbie R Harris	A New House For Mouse - Petr Horacek	The Right Place for Albert - Daphne Skinner	<ul style="list-style-type: none"> <li>• 2D shapes</li> <li>• Peg boards and pegs</li> <li>• Counting bears</li> <li>• Dice</li> <li>• Dominoes</li> <li>• Counters</li> <li>• Numicon</li> <li>• Clocks</li> <li>• Sand timers</li> <li>• Matching cards</li> <li>• Sand and water trays with containers.</li> <li>• Snap/ matching games.</li> <li>• Maths related texts</li> </ul>	<p>White Rose-'Getting to Know You'/ Numberblocks 0-5</p> <p>Introduction to Numeracy area.</p> <p>Getting to know key times of the day.</p> <p>White Rose- Phase 1 'Just like me!'</p> <p>Counting principles</p> <p>Positional language modelled through questioning of where things belong.</p> <p>Learning to count using 1:1 correspondence.</p> <p>Learning finger rhymes; Row row row your boat, 5 Little Monkeys etc.</p> <p>Build up stamina to complete jigsaw puzzles.</p> <p>Explore construction areas, encouraging counting at every opportunity.</p> <p>Comparing size, mass and capacity using the water/sand areas.</p> <p>Exploring pattern using natural objects.</p>	
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<p><b>Autumn 2</b> <b>Once Upon a Time</b></p> <ul style="list-style-type: none"> <li>• What do you notice when we...?</li> <li>• What do you think about your...?</li> <li>• How much more do</li> </ul>	<p>Mathematics- Three to Four- 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' Experiment with their own symbols and marks as well as numerals. Solve real world</p>	<p>Children will explore a range of 2D shapes.</p> <p>Children will build on their knowledge of positional language.</p> <p>Children will match quantities with numerals.</p> <p>Children will verbally count to 10 and beyond.</p>	<p>Plan games which involve partitioning and recombining sets. For example, throw 5 beanbags, aiming for a hoop.</p> <p>Teach children to solve a range of jigsaws of increasing challenge.</p>	<ul style="list-style-type: none"> <li>• Play dough</li> <li>• Loose parts</li> <li>• Numicon</li> <li>• Three bears</li> <li>• Dominoes</li> <li>• Cubes</li> <li>• Hoops</li> <li>• Painted pebbles</li> <li>• 2D shapes</li> <li>• Pots</li> </ul>	<p>White Rose Maths Phase 2 It's Me 1,2, 3</p> <p>Learning the composition of 1, 2 and 3.</p> <p>Exploring circles and triangles using positional language and following instruction.</p>															

<p>you have?</p> <ul style="list-style-type: none"> <li>• How many bears are there?</li> </ul>	<p>mathematical problems with numbers up to 5.</p> <p>Mathematics three to Four. 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. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.</p>	<p>Children will learn to write numbers to 10.</p>	<p>Find 2D shapes within 3D shapes, including through printing or shadow play.</p> <p>Make patterns with varying rules (including AB, ABB and ABBC) and objects and invite children to continue the pattern.</p> <p>Play games which involve counting.</p> <p>Play games which involve quickly revealing and hiding numbers of objects.</p> <p>Encourage children to show a number of fingers 'all at once', without counting.</p> <p>Provide 'staircase' patterns which show that the next counting number includes the previous number plus one.</p> <p>Play card games such as snap or matching pairs with cards where some have numerals, and some have dot arrangements.</p> <p>Build counting into everyday routines such as register time, tidying up, lining up or counting out pieces of fruit at snack time.</p> <p>Sing counting songs and number rhymes and read stories that involve counting.</p>	<ul style="list-style-type: none"> <li>• Mini games</li> <li>• Tens frames</li> <li>• Maths related texts</li> </ul>	<p><b>White Rose Maths Phase 3</b> <b>Light and Dark</b></p> <p>Representing numbers to 5.</p> <p>Finding one more or one less than a given number to 5.</p> <p>Exploring shapes with 4 sides.</p> <p>Learning number bonds to 5.</p> <p>Verbally counting to 10.</p> <p>Writing numbers to 10.</p> <div data-bbox="2071 674 2531 947"> <p><b>Phase 2 - Book List</b></p> <p>Reading to children is an essential part of their development. Any of these books would be useful during Phase 2 alongside traditional tales such as Goldilocks and the Three bears, The Three Billy Goats Gruff and Little Red Riding Hood.</p> <table border="1"> <tr><td>1,2,3 at the Zoo - Eric Carle</td></tr> <tr><td>I'm Number One - Michael Rosen</td></tr> <tr><td>One Bear at Bedtime - Mick Inkpen</td></tr> <tr><td>The Little Bear and the Wish Fish - Debi Glori</td></tr> <tr><td>Pink Tiana Cookies for Three - Maria Diamond</td></tr> <tr><td>Number Farm - Stephen Holmes</td></tr> <tr><td>Circle/Triangle - Mac Barnett and Jon Klassen</td></tr> <tr><td>The Hit Men Stories - Roger Hargreaves</td></tr> <tr><td>Three Little Firefighters - Stuart J Murphy</td></tr> <tr><td>Round as the Moon Cake - Roseanna Tong</td></tr> <tr><td>Rosie's Walk - Pat Hutchins</td></tr> <tr><td>Miss Wally Washy - Joy Cowley</td></tr> <tr><td>Me on a Map - Joan Sweeney</td></tr> <tr><td>Each Peach Pear Plum - Janet &amp; Allan Ahlberg</td></tr> </table>  </div>	1,2,3 at the Zoo - Eric Carle	I'm Number One - Michael Rosen	One Bear at Bedtime - Mick Inkpen	The Little Bear and the Wish Fish - Debi Glori	Pink Tiana Cookies for Three - Maria Diamond	Number Farm - Stephen Holmes	Circle/Triangle - Mac Barnett and Jon Klassen	The Hit Men Stories - Roger Hargreaves	Three Little Firefighters - Stuart J Murphy	Round as the Moon Cake - Roseanna Tong	Rosie's Walk - Pat Hutchins	Miss Wally Washy - Joy Cowley	Me on a Map - Joan Sweeney	Each Peach Pear Plum - Janet & Allan Ahlberg	
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<p><b>Spring 1</b> <b>The Helpful Patrol</b></p> <ul style="list-style-type: none"> <li>• Can you find the number to match this set?</li> <li>• I think that I should put six objects into this bowl. Am I correct?</li> <li>• How many... can you</li> </ul>	<p>Children in reception will begin to: Mathematics for children in reception: Count objects, actions and sounds.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Count beyond ten.</p> <p>Explore the composition of numbers to 10.</p>	<p>Children will Count objects independently after repeating and refining counting skills in Autumn terms. They will link the cardinal number with the number value for numbers up to and beyond 15.</p> <p>Children will continue to explore the composition of numbers to 10 by learning, revising and implementing number bonds to 5 and 10.</p>	<p>Matching numeral and quantity games.</p> <p>Small world area with numbered areas.</p> <p>Throwing and rolling games, counting scores.</p> <p>Numeral games, pull out a number and do that many jumps.</p> <p>Pebble towers, describing the length,</p>	<ul style="list-style-type: none"> <li>• Play dough</li> <li>• Loose parts</li> <li>• Numicon</li> <li>• Three bears</li> <li>• Dominoes</li> <li>• Cubes</li> <li>• Hoops</li> <li>• pebbles</li> <li>• 2D shapes</li> <li>• Pots</li> <li>• Balancing scales</li> <li>• Mini games</li> <li>• Tens frames</li> <li>• Maths related texts</li> </ul>	<p><b>White Rose Maths- Phase 4,</b> <b>Alive in 5!</b></p> <p>Introducing Zero</p> <p>Comparing numbers to 5.</p> <p>Exploring the composition of 4 and 5.</p> <p>Comparing mass and capacity using objects.</p> <p><b>White Rose Maths- Phase 5,</b> <b>Growing 6, 7, 8</b></p>															

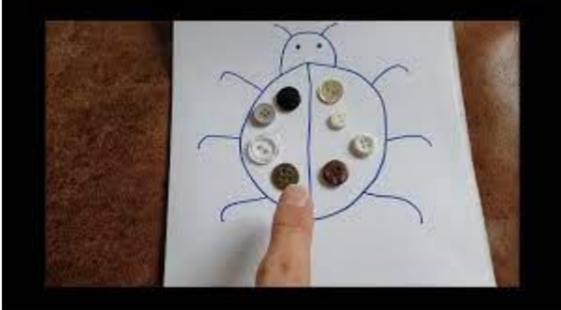
<p>see/find?</p> <ul style="list-style-type: none"> <li>Which one is the heaviest?</li> </ul>	<p>Automatically recall number bonds for numbers 0-5 and some to 10.</p>		<p>height, making comparisons.</p> <p>Practical versions of nursery rhymes, logs with frogs.</p> <p>Construction areas, counting the number of resources used.</p> <p>Combining different numicon pieces.</p> <p>Scales to measure loose parts.</p> <p>Different sizes and shapes of parcels to compare.</p> <p>Finding numbers around the environment.</p> <p>Tens frame counting loose parts.</p> <p>Snap, memory games.</p> <p>Finger gym counting.</p> <p>Comparing length of ribbon or snakes made of play dough.</p>		<p>Exploring numbers 6, 7 and 8 - making pairs and combining 2 groups together.</p>	
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**Phase 4 - Book List** Reading to children is an essential part of their development. Any of these books would be useful during Phase 4

None the Number - Oliver Jeffers
Zero is the Leaves on the Tree - Betty Franco
A Squash and a Squeeze - Julia Donaldson
Room on the Broom - Julia Donaldson
1 Spy Numbers - Jean Marzello
Who Sank the Boat - Pamela Allen
Balancing Act - Ellen Steil Walsh
A Beach for Albert - Eleanor May
Anna's Counting book - Misumasa Anno
The Ugly Five - Julia Donaldson
The Blue Balloon - Mick Inkpen

<p><b>Spring 2</b> <b>Spring has Sprung</b></p> <ul style="list-style-type: none"> <li>Is this pattern correct? How do you know?</li> <li>What should come next? Why do you think that?</li> <li>Which number is missing?</li> <li>Which shape has more sides?</li> </ul>	<p>Children in reception will begin to: Count beyond ten.</p> <p>Compare numbers</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Explore the composition of numbers to 10.</p> <p>Automatically recall number bonds for numbers 0-5 and some to 10.</p>	<p>Children will continue to explore the composition of numbers to 10 by learning, revising and implementing number bonds to 5 and 10.</p> <p>Children will learn to count in twos using concrete apparatus.</p> <p>Children will explore the composition of shapes using 2D to make pictures and explore shapes fitting into shapes.</p> 	<p>Counting steps, jumps.</p> <p>Build a ten green bottle wall.</p> <p>Class counting book.</p> <p>Building 10 brick towers.</p> <p>Bead threading in 2s, counting the beads as they are added, describe more, less and fewer.</p>	<ul style="list-style-type: none"> <li>Play dough</li> <li>Loose parts</li> <li>Numicon</li> <li>Three bears</li> <li>Dominoes</li> <li>Cubes</li> <li>Hoops</li> <li>pebbles</li> <li>2D shapes</li> <li>Pots</li> <li>Beads</li> <li>3D boxes</li> <li>Balancing scales</li> <li>Mini games</li> <li>Tens frames</li> </ul>	<p><b>White Rose Phase 6 'Building 9 and 10'</b></p> <p>Representing, comparing and learning the composition of numbers 9 and 10.</p> <p>Comparing numbers to 10.</p> <p>Learning number bonds to 10.</p> <p>Learning odd and even numbers to 10.</p> <p>Exploring length and time with numbers to 10.</p>	
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	<p>Select, rotate and manipulate shapes to develop spatial reasoning skills</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>Continue, copy and create repeating patterns</p>		<p>Counting the number of letters in their name.</p> <p>Bus game of 10 frame.</p> <p>Model painting of 3D shapes.</p> <p>Play dough shapes.</p> <p>Creating art patterns.</p> <p>Printing in play dough.</p>	<ul style="list-style-type: none"> <li>• Maths related texts</li> <li>• Noahs Ark</li> </ul>	<p>Explore number bonds to 10.</p> <p>Discover 3D shapes and explore pattern.</p> <p>Verbally counting to 20.</p> <p>Counting in 2s.</p> 	
<p><b>Summer 1 Amazing Adventures</b></p> <ul style="list-style-type: none"> <li>• What can you tell me about this shape?</li> <li>• How is this shape the same/different to this shape?</li> <li>• What shape is this?</li> </ul>	<p>Children in Reception will begin to: Count beyond ten.</p> <p>Compare numbers</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Explore the composition of numbers to 10.</p> <p>Automatically recall number bonds for numbers 0-5 and some to 10.</p> <p>Select, rotate and manipulate shapes to develop spatial reasoning skills</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>Continue, copy and create repeating patterns</p> <p>Compare length, weight and capacity.</p>	<p>Children will continue to build on their mathematical knowledge by working with numbers above 10.</p> <p>Children will learn to count in 5s and 10s using different resources to build on their counting skills.</p> <p>Children will continue to develop their mathematical vocab when speaking about shapes by using different resources to recreate shapes.</p> <p>Children will have a solid understanding of numberbonds to 5 and 10.</p> 	<p>Filling tens frames with small world characters.</p> <p>Cityscape numicon.</p> <p>Loose parts with 10s frame.</p> <p>Birthday cards of different ages and put these in order.</p> <p>Bingo, matching numerals to pictures.</p> <p>Geoboards and bands.</p> <p>Snakes and ladders - spotting doubles on dice</p> <p>Making numicon shape pictures.</p> <p>Replicate model pictures with construction.</p> <p>Build a boat to go with the story Mr Grumpy's Outing.</p> <p>Outdoor games, travelling across grids.</p> <p>Rolling the dice and adding that number of parts to their construction models.</p> <p>Small world stories.</p> <p>Re-enact songs and stories with numbers.</p>	<ul style="list-style-type: none"> <li>• Tens frames</li> <li>• Numicon</li> <li>• Loose parts</li> <li>• Birthday cards</li> <li>• Snakes and ladders</li> <li>• Bingo</li> <li>• Geoboards</li> <li>• Shape pictures</li> <li>• Construction</li> <li>• Outdoor games</li> <li>• Dice</li> <li>• Small world stories</li> <li>• Cuisenaire rods.</li> </ul>	<p><b>White Rose Phase 7 'to 20 and beyond'</b></p> <p>Building numbers beyond 10.</p> <p>Counting patterns beyond 10.</p> <p>Exploring spatial reasoning.</p> <p>Matching, rotating and manipulating shapes.</p> <p>Counting in 5s.</p> <p><b>White Rose Phase 8 'First Then Now'</b></p> <p>Adding more and taking away.</p> <p>Continue to enhance spatial reasoning.</p> <p>Compose and decompose a shape.</p> <p>Counting in 10s.</p>	

			<p>Use Cuisenaire rods to compare numbers.</p> <p>Creating a Grandpa Quilt.</p> <p>Ordering and sequencing numbers to 20</p>			
<p><b>Summer 2- Magnificent Mini beasts.</b></p> <ul style="list-style-type: none"> <li>• How many do we have altogether?</li> <li>• Which set has more/fewer?</li> <li>• Can you find a set that has the same?</li> </ul>	<p><b>Early Learning Goal Number</b> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><b>Numerical Patterns</b> Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</p>	<p>Children will begin to work within Number and Numerical Pattern Early learning goals. Consolidating their learning.</p> <p>Adults will to allow extra opportunities for children to revise any misconceptions or work on any missing knowledge.</p> 	<p>Playing snap with number representations.</p> <p>Making doubles with art spots.</p> <p>Give children a numicon shape, they need to double it by finding a hidden numicon outside.</p> <p>Finger gym tweeze pompoms on butterfly wings to double.</p> <p>Snack time sharing.</p> <p>Threading into colour grouped beads.</p> <p>Make groups of animals in small world area.</p> <p>Odd bob and even steven pots, put the numbers inside.</p> <p>Feely bag numicon.</p> <p>Making odd pictures.</p> <p>Children to recreate bridge in construction area.</p> <p>Half fill containers of water, use pebbles to take up some of the space in the containers.</p>	<ul style="list-style-type: none"> <li>• Snap cards</li> <li>• Art sports</li> <li>• Numicon</li> <li>• Finger gym</li> <li>• Pompoms</li> <li>• Threading</li> <li>• Beads</li> <li>• Animals</li> <li>• Odd bob</li> <li>• Even steven</li> <li>• Odd pictures</li> <li>• Feely bag</li> <li>• Materials</li> <li>• Cuisenaire rods</li> <li>• Loose parts</li> <li>• Obstacle equipment</li> <li>• Mazes</li> </ul>	<p><b>White Rose Phase 9 'Find My Pattern'</b></p> <p>Doubling numbers.</p> <p>Sharing and grouping.</p> <p>Exploring odd and even numbers.</p> <p>Number bonds to 10.</p> <p>Double facts.</p> <p><b>White Rose Phase 10 'On the Move'</b></p> <p>Deepening understanding of problem solving.</p> <p>Patterns and relationships with numbers and objects.</p> <p>Spatial reasoning and mapping skills.</p> <p>Number bonds to 10.</p> <p>Counting in 2s, 5s and 10s.</p>	

			<p>Make boats from different materials to see which will float or sink.</p> <p>Make patterns using Cuisenaire rods.</p> <p>Make repeating patterns with loose parts.</p> <p>Make an obstacle course and design a map.</p> <p>Working out picture mazes.</p>			
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