Counting, Cardinality	Spring 1 Mastering Number Coverage	Spring 1 NCETM Big Ideas Coverage	Spring 2 Mastering Number Coverage	Spring 2 NCETM Big Ideas Coverage
Oral counting – saying number words in sequence		Count on and back to 30 with a number track. Vary start and finish points. Vary orientation of the number track	practise counting aloud (wk16)	
Counting Principles and Understanding of cardinality *tagging each object with one number word *knowing last number counted gives total so far, *conservation – knowing number does not change if things are rearranged		Counting objects that can't be moved up to 10 Counting objects that can't be seen eg pennies in a pot Introduce the second 5 frame leading to introducing the 10 frame.	revisit the principles of counting. (wk16)	
Numeral recognition/ meaning	match arrangements of 3, 4 and 5 dots to the correct numerals. (wk11) recognise numerals 1–5 (wk12) **match numerals to quantities in order (wk12) match numerals to representations (wk12)**	Introduce and write numbers 6-9 – matching to pictorial/practical representations. Spring Unit 7 Wk 2 & 3		
Subitising: recognising small quantities without needing to count them all	use their fingers to quickly show quantities on 1 hand (wk11) **begin to develop their conceptual subitising skills with linear and paired arrangements of up to 5 dots. (wk11)** **visualise and recreate arrangements of 3, 4 and 5 dots (wk11)** **visualise and describe arrangements of dots on a die (wk11) and recognise die patterns to 6** **use dice to link subitised amounts with 1-to-1 counting actions. (wk11)**	Subitise up to 5 when the items are varied eg shape cards	**subitise arrangements of 6 and NOT 6 (wk17)** **use conceptual subitising strategies to derive dice patterns to 8 (wk19)**	Make own dot patterns above 5 – counters/stickers/finger printing

Doubles	**link die patterns to numbers shown on their fingers (wk11)** **use die patterns to play track games.(wk11)**		use their fingers to show 2 and 4 as doubles. (wk19) use the language of doubles to describe die/dice patterns (wk19) see when a pattern is and when it is NOT a double. (wk19) make doubles patterns using their fingers (wk19) use objects to make doubles patterns and describe where they can see the pattern of doubles. (wk19) use positional language to describe spatial arrangements of objects (wk19) visualise doubles patterns to 5 and 5. (wk19) **use their fingers to represent doubles and NOT doubles (wk20)** **investigate patterns of doubles in interlocking cube models of the Numberblocks. (wk20)**	
Composition	Spring 1		Spring 2	
Seeing smaller numbers within a number Inverse operations – partitioning and recombining parts and wholes	**show ways of making 5 on their fingers (wk13)** **understand that 5 can be partitioned (split) into different parts (wk13)** **be able to explain what the parts are (wk13)** **use what they know about 5 to work out a hidden number. (wk13)**	Part part whole with numbers up to 5 Building from real world scenario eg sheep in a field, to pictures of sheep, to counters to represent sheep, to numerals. Autumn Unit 2 Wk 4	**use generalised statements to describe the '5 and a bit' composition of the numbers 6–8. (wk16)** **use skills of conceptual subitising to describe parts of a whole set (wk18)** **visualise arrangements and use gestures to describe the numbers within a whole set. (wk18)**	Conceptual subitising: Begin to subitise using number fact knowledge (above 5) Number bonds – *knowing* which pairs make a given number up to 5 A number can be partitioned into more than 2 numbers (up to 5)

Partitioning into more than two numbers Knowing which pairs make a given number	**represent 4 in different ways on a die frame. (wk14)** **use their fingers to represent 6 as '5 and a bit' (wk14)** **use double dice frames to represent 6 as 5 and 1 more. (wk14)** **match die representations of numbers 1–6 to representations on their fingers (wk14)** **see that 5 and '2 more' make 7. (wk14)** **count out 6 blocks from a collection (14)** **replace 1 block and know that there are still 6 (wk14)** **add another block to make 7. (wk14)**	Number Bonds for each number up to 5 (link to conservation – shake and add/shake and spill) Partitioning a number into different parts Spring Unit 6 Wk 1	**investigate ways of making 7 with two parts (wk18)** **use their fingers to make and describe 7 as '5 and 2 more'. (wk18)** **notice when towers are made of 7 or NOT 7 interlocking cubes (wk18)** **work out the missing part of 7 using the '5 and a bit' structure. (wk18)** **see that 7 can be composed in different ways (wk18)** **explain their understanding of the composition of 7. (wk18)** **talk about some of the different attributes they notice (colour, size, function, shape, etc.) (wk20)** **sort objects according to attributes described by an adult (wk20)** **describe attributes that they notice for a group of objects (wk20)** **sort and re-sort objects according to their own attributes. (wk20)** **use their fingers to show numbers to 8 (wk20)** **describe attributes of the Numberblocks (wk20)** **sort the Numberblocks using the criteria 'odd blocks' or 'even tops'. (wk20)** consolidate their understanding of 8 as '5 and 3 more' (wk17)	

Comparison	Spring 1		Spring 2	
More than/Fewer than/Equal Comparing numbers and reasoning	**say when they can see that someone has more or fewer of the same kind of object (wk15**) **use the words 'an equal number' to say when there is the same number of items in 2 sets (wk15)** use 'more than' and 'fewer than' to describe quantities (wk15) **know that it is quantity – not colour – that determines if 1 set has more or fewer of the same (wk15)**	Compare numbers 6-9 More than/fewer then Spring Unit 8 Wk 4	**reason about which numbers are 'more than' others. (wk17)** **notice when numbers are increased or decreased and explain their thinking.** (wk17) **recognise ways in which objects are similar to or different from each other (wk20)**	Compare subitising patterns
1 more than/less than Ordering	**help to build towers in order from 1–5 squares (wk12)** **order numbers from 1–5. (wk12)**	Forming 1-10 number track and comparing – knowing the 1 more/1 less relationship	**investigate** **the '1 more/1 less' pattern of the base-10 counting system (wk16)**	First, then, now with 2 more/less (using count on and count back) Summer Unit 13 Wk 3 & 4

	see the staircase pattern and recognise that each number is 1 more (wk12) **order towers of 1–5 interlocking cubes (wk12)** **notice when we have '1 more' and when we do NOT have '1 more'. (wk12)** **represent staircase patterns in different ways, knowing that each new 'step' is 1 more than the last. (wk12)**		**begin to order numbers between 1 and 10, noticing the '5 and a bit' structure. (wk16)** **describe the '1 more/1 less' relationship of numbers to 10 (wk16)** **work together to order numbers between 1 and 10, noticing the '5 and a bit' structure. (wk16)** **order Numberblock images to 8. (wk17)** **describe how to place the numbers 1 to 8 in order. (wk17)** **explain how to order quantities to 10 (wk17)**	