

Driver: Understanding of the world

Main learning Challenge: Why would a meerkat not live in the North Pole?

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Maths Learning Challenge	Number play (names)	Number play	Reciting number names	Counting objects	Matching numeral to quantity	Representing number	Position	Shape
Basic Skills Focus	Baseline Assessments Number songs	Baseline Assessments s Number songs	Baseline Assessments Number songs	Number songs, reciting, recognising, ordering and counting (0-10)	Number songs, reciting, recognising, ordering and counting (0-10)	Number songs, reciting, recognising, ordering and counting (0-10)	Positional games Begin to use everyday language to describe position	Building models using shapes, identifying/naming 2D shapes
Number	BASELINING Numbers of personal significance Counting a small amount of objects Recognising and forming numbers Number language			Counting accurately, recognising (how many friends?0) Matching numeral to quantities Number songs Representing number using fingers and marks Comparing amounts/number language				Noticing shapes in the environment Simple shape patterns Recreating models using shapes
Calculation (developing awareness of number and amounts)	CI - exploring number, number names and counting			CI- representing number, matching numeral to quantity Comparing groups and counting objects			CI- taking away using objects.	
Shape and Measure	CI - exploring SSM in water, sand. Creating models using construction			CI-Shape hunt, exploring shape in the environment			CI- feely bags, peg boards and shape tiles	
Problem solving	LC- Can you count your friends/family			Capacity LC-Can you order numbers?			CI- LC - Can you recreate a	

	members/teachers accurately	Can you compare groups using objects using more/less?	shape pattern independently Can you describe the position of a friend?
Generalising (give a general rule for what we see)	What number comes next? What is the pattern for one more/one less? (1-5)How do you know?		What shape will come next (repeated shape patterns) Can you describe position using different words
Reasoning	Can you re-order? What is your age? How old will you be next? How do you know?	Which group has the most? How do you know? Can you sequence any numbers independently?	What shape is the same/different? How do you know? How do you know the object is on top, under etc?
Key Vocabulary	numbers zero, one, two, three... up to 10. how many...? Next, counting, number names, more/less/bigger/smaller, how much etc..		Circle, square, rectangle, triangle, same, different, corners and sides, patterns, models Positional language...
Wider curriculum opportunities/links	Animal counting Number and shape activities linked to children's interests eg dinosaurs, transport	Wow day counting eg sandwiches, snacks, playing teachers Number and shape activities linked to children's interests	
Pre teaching	Observations to plan further learning opportunities to meet needs of children. Child-initiated play, actively supported by adults.		

