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| BLOCK 1 Understanding Number  | BLOCK 2 Shapes and Patterns (A) |
| Unit 1 | Unit 2 | Unit 1 | Unit 3 |
| Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| Counting and naming numerals | Ordering numbers: sequencing | Exploring and playing with symmetry | Exploring repetitive patterns |
| 1a *Experience and explore numbers* | 3d *Explore, compare, and use the general language of shapes through investigative play* | 2a *Begin to recognise, copy, extend and generalise patterns and sequences* |
| 1b *Recognise and write numbers in a range of media*1e *Count sets reliably, use one-to-one correspondence* | 1d *Experience the counting sequence of numbers in different ways* |

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| BLOCK 3 How Many?  | BLOCK 4 Time  |
| Unit 1 | Unit 2 | Unit 1 |
| Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| Count how many; match one-to-one | One more/less up to 12 | Introducing time |
| 1b *Recognise and write numbers in a range of media* |  | 3a *Understand and apply the language of time in relation to my daily life* |
| 1c *Describe quantities; make estimates and comparisons*1d *Experience the counting sequence of numbers in different ways* |
|  | 1e *Count sets reliably, use one-to-one correspondence* |

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| BLOCK 5 Numbers and Sets  | BLOCK 6 Comparison and Measures |
| Unit 1 | Unit 2 | Unit 1 | Unit 2 |
| Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| Partitioning to create number bonds | Recording number bonds | Comparing lengths | Comparing measures directly |
| 1f *Form a quantity in different ways*1g *Communicate how sets change when objects are added to and taken away*2b *Begin to demonstrate, using objects, an understanding of the concepts of ‘equal’ and ‘not equal’.* | 3b *Use a variety of objects to measure; begin to understand the need to repeat the same physical unit*3c *Make estimates and comparisons with measures* |

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| BLOCK 7 Shapes and Patterns (B) |
| Unit 1 | Unit 2 |
| Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| Counting in 2s; odd/even numbers | Exploring 2-D shapes |
| 1a *Experience and explore numbers*1h *Experience grouping and sharing with objects*2a *Begin to recognise, copy, extend and generalise patterns and sequences* | 3d *Explore, compare, and use the general language of shapes through investigative play* |

**A note on Statistics**

No Blocks for Reception have an explicit focus on criteria in the **Statistics** *Statement of what matters*. However, many activities across all Blocks will draw on the skills of sorting, grouping and classifying – all key data handling prerequisites – so fulfilling Progression step 1 criteria such as :

*4a I can investigate, collect and record data found in my environment.*

*4b I can group sets into categories and I am beginning to communicate the rule(s) I have used.*

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| BLOCK 1 Understanding Number  | BLOCK 2 Position and Time |
| Unit 1 | Unit 2 | Unit 1 | Unit 2 |
| Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| Counting and estimating | Order and compare numbers | Where is it? | Time |
| 1a *Experience and explore numbers*1b *Recognise and write numbers in a range of media*1e *Count sets reliably, use one-to-one correspondence different ways* |  | 3e E*xplore movements and directions; begin to use mathematical language to describe position.* | 3a *Understand and apply the language of time in relation to my daily life* |
| 1c *Describe quantities; make estimates and comparisons*1d *Experience the counting sequence of numbers in* |

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| BLOCK 3 Addition & Subtraction (A) | BLOCK 4 Comparison and Measures |
| Unit 1 | Unit 2 | Unit 1 | Unit 2 |
| Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| Partition to create number bonds | Say the number 1 more/ less | Comparing weights | Measuring weights |
| 1f *Form a quantity in different ways* | 1g *Communicate how sets change when objects are added to and taken away* | 3c *Make estimates and comparisons with measures* |
|  | 3b *Use a variety of objects to measure; begin to understand the need to repeat the same physical unit* |

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| BLOCK 5 Addition & Subtraction (B) | BLOCK 6 Shapes |
| Unit 1 | Unit 2 | Unit 1 |
| Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| Count on to add | Count back to subtract | Explore and play with 3-D shapes |
| 1g Communicate how sets change when objects are added to and taken away | 3d *Explore, compare, and use the general language of shapes through investigative play* |

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| BLOCK 7 Money and Coins |
| Unit 1 | Unit 2 |
| Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| Coin recognition | Money role play |
| 1i *Use money, and the language of money, in play and real-life situations* |

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*4b I can group sets into categories and I am beginning to communicate the rule(s) I have used.*

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| --- | --- |
| BLOCK 1 Understanding Number  | BLOCK 2 Comparing and Measuring |
| Unit 1 | Unit 2 | Unit 1 |
| Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| Teen numbers: 10 and some more | Exploring 100 | Measuring outside |
| 1b *Recognise and write numbers in a range of media* | 3b *Use a variety of objects to measure; begin to understand the need to repeat the same physical unit* |
| 1a *Experience and explore numbers*1c *Describe quantities; make estimates and comparisons*1f *Form a quantity in different ways* | 1d *Experience the counting sequence of numbers in*1e *Count sets reliably, use one-to-one correspondence different ways* |

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| BLOCK 3 Addition and Subtraction | BLOCK4 Shapes and Sorting |
| Unit 1 | Unit 2 | Unit 1 | Unit 2 |
| Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| Equivalence | Bonds to 10 | Talking about shapes | Sorting |
| 1g *Communicate how sets change when objects are added to and taken away*2b *Begin to demonstrate, using objects, an understanding of the concepts of ‘equal’ and ‘not equal’.* | 1f *Form a quantity in different ways* | 3d *Explore, compare, and use the general language of shapes through investigative play* | 4b *Group sets into categories and begin to communicate rules* |

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| BLOCK 5 Clever Counting | BLOCK 6 Time  |
| Unit 1 | Unit 2 | Unit 1 |
| Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| Counting on; 1 more/ less | Clever counting | Telling the time |
| 1f *Form a quantity in different ways*1g *Communicate how sets change when objects are added to and taken away* | 1d *Experience the counting sequence of numbers in different ways* 1h *Experience grouping and sharing with objects* | 3a *Understand and apply the language of time in relation to my daily life* |

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| BLOCK 7 Patterns | BLOCK 8 Number Games |
| Unit 1 | Unit 2 | Unit 1 |
| Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| Doubling and halving | Fractions | Number games |
| 1h *Experience grouping and sharing with objects* | 1b *Recognise and write numbers in a range of media*1c *Describe quantities; make estimates and comparisons* |

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*4b I can group sets into categories and I am beginning to communicate the rule(s) I have used.*