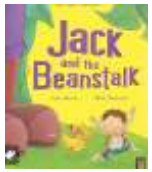
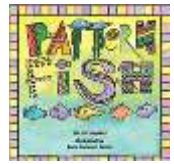
	Spring 1 – Traditional Tales Substantive Knowledge				Spring 2 – Come Outside Substantive Knowledge			
Can I understand and use 0? Can I represent 0-5? (1 week)	Can I find 1 more and 1 less? (1 weeks)	Can I compose numbers to 5 ? (1 week)	Can I compare mass? (2 weeks) These objectives will be covered using maths inputs and practical activities outside. (step 3 and 4 capacity will be covered in the summer term)	Can I explore 6,7 and 8? (3 weeks)	Can I combine 2 groups? (1 week)	Can I measure length and height? (1 week)	Can I explore numbers 9 and 10? (3 weeks)	Can I find 3D shapes? (1 week) Can I make more complex patterns?
					Can I find odd and even numbers? Can I find doubles? These objectives will be covered throughout the half term in different contexts including Maths Mastery.			
Step 2- find 0 to 5 **Step 3** - subitise 0 to 5 (Maths Mastery) **Step 4** – Represent numbers 0-5 using different representations	**Step 5 and 6 –** Children represent 1 more and 1 less stories using 5 frames and objects. 	**Step 7 –** Children split numbers to 5 into 2 and three parts. Introduce part and whole. **Step 8 –** Conceptual Subitising.	**Step 1 –** compare mass **Step 2** – find a balance	**Step 1 and 2** – find and represent 6,7 and 8 using different representation . **Step 3 and 4** – find 1 more and 1 less using 6,7 and 8.	**Step 9 –** Practical activities to introduce addition of different numbers. **Step 10** conceptual subitising Support children to use	**Step 1 and 2** Explore and compare length. **Step 3 and 4** Explore and compare height. The objectives	**Step 1 and 3** Find and compare 9 and 10. Children find and compare different representations of 9 and 10 **Step 2** Compare numbers to 10 Children make numbers to 10. They then find more and fewer than a number. **Step 4**	**Step 1 to 4** Recognise and name 3 D shapes. Find 2 D shapes within 3 D shapes 3D shapes in the environment and for tasks. These objectives will be consolidated throughout next half term in

		Children see the sets of numbers within the whole.		**Step 5** - find different compositions of 6,7 and 8. Use part and whole. **Step 10** conceptual subitising Support children to use this during step 5 	this during step 10	for time are covered daily (days of the week, pictorial timetable) and in History – looking at children changing from a baby. 	Conceptual subitising. Support children to use this skill within the steps in this block. **Step 5 and 6** – 1 more and 1 less. Look at patterns in various forms to support understanding. **Step 7** – composition of numbers. Children find different parts to make a whole. **Step 8 –** number bonds to 10 Find different ways to make 10 using 2 parts. **Step 9 –** Make arrangements of 10. Find different ways to arrange a variety of 10 objects and describe them. **Step 10 –** Number bonds to 10 (3 parts) Find different ways to make 10 using 3 parts.	continuous provision. **Step 5** Identify more complex patterns. **Step 6** Copy and continue patterns **Step 7** patterns in the environment. Children will identify and make AAB, AABB and ABB patterns. Outside children will make large scale patterns using these pattern structures.