FS2	Autumn		Spring		Summer		Impact (Expectations for children by the end of Foundation Stage)
Religious	Harvest	Christmas	Epiphany, Candlemas	Lent, Easter	Pentecost		**Mathematics** **Early Learning Goals:** **Number** • 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** • 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
Trips, Experiences, Festivals	Scholastic Book Fair Visit to Theale Library	Remembrance Day Bonfire Night Christmas Performance		Easter Egg Hunt World Book Day		Hexagon Performance Sports Day School Trip	
Maths	**<u>Intent</u> Guidance from Development Matters (2020)**	**Ideas for implementation**	**<u>Intent</u> Guidance from Development Matters (2020)**	**Ideas for implementation**	**<u>Intent</u> Guidance from Development Matters (2020)**	**Ideas for implementation**	
	Count objects, actions and sounds.	Count within 10	Count objects, actions and sounds.	Count within 20	Count objects, actions and sounds.	Count within and beyond 20	
	Subitise.	Subitise within 5	Subitise.	Subitise within 10	Subitise.	Opportunities for consolidation within continuous provision	
	Link the number symbol (numeral) with its cardinal number value.	Recognise numerals to 10 Link numeral and cardinal value within 5	Link the number symbol (numeral) with its cardinal number value.	Link numeral and cardinal value within 10	Link the number symbol (numeral) with its cardinal number value.	Link numeral and cardinal value within and beyond 20	
			Count beyond ten.	Count within 20.	Count beyond ten.	Count within and beyond 20	
	Compare numbers.	Comparing amounts within 10	Compare numbers.	Comparing amounts within 10	Compare numbers.	Comparing amounts within and within and beyond 20	

	Understand the 'one more than/one less than' relationship between consecutive numbers.	One more/one less concept within 5	Understand the 'one more than/one less than' relationship between consecutive numbers.	One more/one less concept within 10 Double facts within 10.	Understand the 'one more than/one less than' relationship between consecutive numbers.		
	Explore the composition of numbers to 10.	Composition of numbers within 5	Explore the composition of numbers to 10.	Composition of numbers within 10	Explore the composition of numbers to 10.	Composition of numbers beyond 10 Odd and even numbers to 10.	
	Automatically recall number bonds for numbers 0–5 and some to 10.	Explore number bonds for numbers 0-5	Automatically recall number bonds for numbers 0–5 and some to 10.	Explore number bonds for numbers 6-10 and consolidate 1-5.	Automatically recall number bonds for numbers 0–5 and some to 10.	Recall number bonds 0-10.	
			Select, rotate and manipulate shapes to develop spatial reasoning skills.	3D and 2D shape: exploration of properties and different uses for them. Opportunities to use positional language to give and follow instructions	Select, rotate and manipulate shapes to develop spatial reasoning skills.	Using and applying knowledge of 2D and 3D shape properties.	
			Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.	3D and 2D shape: exploration of properties and different uses for them.	Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.	Opportunities for consolidation within continuous provision	

	Continue, copy and create repeating patterns.	Creating and extending AB, ABB or ABC patterns 3D and 2D shape recognition, including in the school and wider environment.	Continue, copy and create repeating patterns.	Pattern: creating AB, ABB and ABC patterns using a wide range of materials.	Continue, copy and create repeating patterns.	Pattern: using and applying knowledge of pattern in different contexts.	
					Compare length, weight and capacity.	Measure - length, mass & capacity	