

EYFS Maths - Number	
Birth - 12months	<p>Reacts to significant changes in amount (e.g. when more than doubled).</p> <p>Observation check point: Notices when the number of items changes (e.g. reacts when more toys are added or removed). Shows interest when adults comment on "more" or "gone." Begins to anticipate repeated actions in routines (e.g. expecting another spoonful or clap). Responds to adult commentary about quantity during everyday routines (feeding, play, nappy change).</p> <p style="background-color: #d9ead3; padding: 2px;">How adults/environment can facilitate development:</p> <p>Adults can:</p> <ul style="list-style-type: none"> • Notice and mirror babies' reactions to changes in amount. • Add or remove objects and use comparative language (e.g. "more"). • Comment when babies want more. <p>Environment:</p> <ul style="list-style-type: none"> • Provide small groups of similar objects and single items for comparison.
12-18 months	<p>Begins to recognise number names in songs and rhymes. Looks for objects that have moved out of sight.</p> <p>Observation check point: The child enjoys joining in with number rhymes and songs. Responds to or recognises number words in familiar routines. Looks for toys or people that have disappeared (e.g. peekaboo). Begins to notice when an amount changes (e.g. when one object is added or taken away).</p> <p style="background-color: #d9ead3; padding: 2px;">How adults/environment can facilitate development:</p> <p>Adults can:</p> <ul style="list-style-type: none"> • Sing number rhymes and counting songs during play and routines. • Use numbers naturally during care routines. • Play hiding and finding games with toys and people. <p>Environment:</p> <ul style="list-style-type: none"> • Provide opportunities for number songs with actions. • Involve families in sharing counting songs from home
18-24 months	<p>Says some counting words.</p>

Shows counting-like behaviour (e.g. making sounds, pointing, or saying numbers in sequence). Responds to words like <i>lots</i> or <i>more</i> to describe quantity.					
Observation check point: Notices when amounts change - e.g. reacts when more blocks are added or some are taken away. Responds to words like <i>lots</i> , <i>more</i> , <i>same</i> , <i>not enough</i> . Says or joins in with early number words during play or songs.					
How adults/environment can facilitate development:					
Adults can: <ul style="list-style-type: none"> • Talk with children about <i>lots</i>, <i>more</i>, <i>not many</i>, <i>not enough</i>. • Draw attention to changes in amount (adding or taking away). • Count aloud in routines and play (e.g. <i>1, 2, 3, go!</i>). • Use number words naturally in context (e.g. <i>Here is your other mitten, now we have two</i>). Environment: <ul style="list-style-type: none"> • Offer sets of varied objects to explore <i>more/less</i>. • Include hiding games (e.g. "something has gone"). • Provide everyday counting opportunities (tidying, snack time, movement). • Use counting songs and rhymes. 					
2-3 years					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> • Begin to compare quantities using words like <i>lots</i>, <i>more</i>, <i>same</i>. • Join in with simple number rhymes and songs. • Explore small sets of objects in play, noticing when groups look bigger or smaller. • Begin to recognise changes when objects are added or taken away. 	<ul style="list-style-type: none"> • Begin to use number words in play, e.g. <i>one car</i>, <i>two cups</i>. • Match small sets (1-3) and start to count aloud with support. • Continue to join in with number rhymes and finger counting. • Talk about <i>more</i> and <i>less</i> during everyday routines and play. 	<ul style="list-style-type: none"> • Show counting-like behaviours by making sounds, pointing, or saying number words in sequence. • Begin to count familiar objects up to three. • Use number words in context, e.g. <i>two hands</i>, <i>three blocks</i>. • Notice when a group has more or fewer items. 	<ul style="list-style-type: none"> • Count objects or actions with growing accuracy (up to 3-5). • Begin to match small quantities to number names or symbols. • Join in with familiar number rhymes, knowing some words or actions by heart. • Use counting in purposeful play (e.g. giving out cups or fruit). 	<ul style="list-style-type: none"> • Take part in finger rhymes with numbers, sometimes skipping numbers (e.g. <i>1, 2, 3, 5</i>). • Count in everyday contexts such as tidy-up, snack time, and play. • Compare small groups, recognising when there are <i>more</i> or <i>fewer</i> items. • Begin to show awareness that numbers represent quantity. 	<ul style="list-style-type: none"> • Count familiar objects confidently to five and beyond with support. • Recognise and match small numerals to quantities in the environment. • Use number words spontaneously in independent play. • Enjoy counting for a purpose, e.g. setting the table or sharing out toys.

Observation check point guidance for staff:

- Observe during **free play, songs, snack time, and outdoor exploration** – mathematical understanding often emerges naturally.
- Record what children **say and do**, not just outcomes – gestures, comments, and problem-solving attempts are valuable evidence.
- Use these checkpoints to **plan enhancements**: for example, adding more shape sorters, stacking blocks, or matching games.
- Focus on **language and experience** rather than accuracy – at this stage, children are exploring rather than performing.

How adults/environment can facilitate development:

Adults:

- Use number words naturally in everyday routines (e.g. *one spoon for you, two socks*).
- Sing and model number rhymes that emphasise order and quantity.
- Draw attention to changes in quantity (*now there are more, how many left?*).
- Count objects together in meaningful contexts (snack, tidying, building).
- Model simple counting with fingers or actions, encouraging children to join in.
- Use props, toys, or collections for counting, comparing, and matching amounts.
- Comment on the number of things using clear language (*four chairs, three blocks*).

Environment:

- Small collections of real objects to count, sort, and compare (cups, cars, spoons, stones).
- Everyday opportunities for counting in context (snack, play, lining up).
- Bags, baskets, and containers to fill, empty, and transport quantities.
- Number rhymes, books, and displays that show numerals in meaningful ways.
- Self-correcting resources such as puzzles or games that match quantities and numerals.

3-4 Years

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Count objects, actions, or sounds to 3 using one-to-one correspondence. Begin to say number names in order 1-3 and recognise "one" and "two" in daily contexts.	Count up to 5 with increasing accuracy, saying one number for each object. Begin to recognise and match numerals 1-3 to small quantities.	Count confidently to 5 and begin to extend beyond. Understand that the last number said represents the total (cardinal principle). Match numerals 1-5 to sets of objects and	Count to 10 in play and everyday routines. Explore one more and one less in meaningful contexts. Represent numbers through drawings, marks, or pictures.	Subitise up to 3 objects without counting individually. Link numerals and quantities up to 5 and explore composition (e.g. 3 is made of 2 and 1).	Recall simple number bonds to 5 through songs and play. Solve practical addition and subtraction problems within 5. Count to 10 and beyond with developing accuracy.

Use fingers, marks, or objects to represent small numbers.	Use "finger numbers" up to 5 in songs and play.	explore one more through play.		Use understanding of number to solve simple, practical problems in play.	
<p>Observation check point: Baseline to be completed on entry to Preschool using practical resources. Termly excel doc to be completed to track progress. Where there are concerns above and beyond 'regular' attainment gaps, consult the steps to making a SEND referral document.</p> <p>Autumn: Counting 1-5, comparing amounts. early shape & pattern recognition. Intent: Build early number sense and use mathematical language in play. Spring: Counting to 10, one more/less, positional awareness. Intent: Deepen number fluency through practical play and shape exploration Summer: Composition, subitising, early problem solving. Intent: Secure understanding of small numbers, patterns, and measures through practical play.</p>					
How adults/environment can facilitate development:					
<p>Adults:</p> <ul style="list-style-type: none"> • Model counting during daily routines (snack, tidy-up, outdoor play). • Emphasise one-to-one counting, the last-number rule, and simple comparison ("Which has more?"). • Join in with children's counting play and number rhymes. • Model using fingers to represent small numbers or share amounts ("Can you show three on your fingers?"). • Encourage estimation, predicting, and self-correction during counting. • Draw attention to numbers and symbols in the environment (badges, labels, birthday cards). • Explore "one more, one less" through songs and practical activities. • Encourage mathematical talk – "How many?", "What happens if we add one more?" <p>Environment:</p> <ul style="list-style-type: none"> • Number-rich areas (e.g. role-play with prices, cooking recipes, trike numbers). • Collections of real objects for sorting, grouping, and counting (buttons, shells, cups). • Dice, dominoes, and numeral cards to explore quantities and comparison. • Opportunities to count rhythmically (claps, jumps, drumbeats). • Mathematical storybooks and rhymes integrated into daily practice. • Displays celebrating children's own mathematical marks and ideas 					
4-5 Years - Year R					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
White Rose links: Getting to Know You	White Rose links: It's Me 1, 2, 3 /	White Rose links: Alive in 5	White Rose links: Growing 6, 7, 8	White Rose links: Building 9 and 10	White Rose links: To 20 and Beyond / How Many

<ul style="list-style-type: none"> Count and match objects, pictures, and sounds to 3 using one-to-one correspondence. Compare amounts using everyday language. Begin subitising to 3 and represent small quantities with marks or fingers. 	<p>Circles and Triangles / 1, 2, 3, 4, 5</p> <ul style="list-style-type: none"> Find and represent numbers 1-5 using a variety of resources. Subitise 1-5 and link numerals to quantities. Understand and explore "one more" and "one less." Explore composition of 1-5 (e.g. $2 + 3 = 5$). 	<ul style="list-style-type: none"> Count, represent and subitise numbers 0-5 with increasing accuracy. Introduce zero and explore its meaning. Secure understanding of "one more" and "one less" relationships to 5. 	<ul style="list-style-type: none"> Count, represent, and compare numbers 6, 7, and 8. Explore composition of these numbers using part-whole relationships. Understand 1 more and 1 less within 10. 	<ul style="list-style-type: none"> Count, subitise and represent 9 and 10 confidently. Explore conceptual subitising (seeing 6 as 3 and 3). Compare numbers to 10 using mathematical symbols. Add and subtract using practical resources and real contexts. 	<p>Now / Manipulate, Compose and Decompose</p> <ul style="list-style-type: none"> Count beyond 10 up to 20 and recognise the pattern of the counting system. Explore grouping, sharing, and doubles within 10. Solve simple addition and subtraction problems in play. Compose and decompose numbers up to 10. Explore number bonds to 10, including doubles.
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Observation checkpoint on entry/baseline: Can the child answer simple why questions?

How adults/environment can facilitate development:

Adults can:

- Model counting, comparing, adding and sharing in real contexts (snack time, tidy-up, voting).
- Use number talk naturally in routines, songs and play; include "one more/one less."
- Encourage subitising and composition – noticing small groups and how numbers are made.
- Introduce varied representations (numerals, tallies, five-frames, symbols).
- Prompt reasoning and explanation ("How did you work that out?").

Environment:

- Be number-rich: numerals, number lines, dice, frames and tally marks visible.
- Offer playful counting opportunities (self-registration, snack, role play).
- Provide games and resources for counting, adding and taking away.
- Include subitising tools and estimation challenges (dot cards, cubes).
- Display children's mathematical thinking and number work indoors/outdoors.

ELG

Children at the expected level of development will:

Have a deep understanding of numbers to 10, including the composition of each number.

Subitise (recognise quantities without counting) up to 5.

Automatically recall (without reference to rhymes or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

EYFS Maths - Numerical pattern

Birth - 12months

Spatial Awareness <ul style="list-style-type: none"> • Explores space through movement (rolling, stretching). • Develops awareness of their body parts and spatial relationships. 	Shape <ul style="list-style-type: none"> • Explores objects of different sizes and shapes. • Begins to fit and remove similar shapes. 	Pattern <ul style="list-style-type: none"> • Enjoys patterned songs, rhymes, and actions. • Notices patterns in objects and images. • Begins to anticipate predictable events. 	Measures <ul style="list-style-type: none"> • Responds to size, noticing very big or very small items.
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How adults/environment can facilitate development:

Adults can: <ul style="list-style-type: none"> • Support awareness of body parts through massage, songs, and floor play. • Place small, reachable objects just out of reach to encourage movement. Environment: <ul style="list-style-type: none"> • Offer free movement on soft surfaces (carpets, grass). • Use low mirrors for self-awareness. 	Adults can: <ul style="list-style-type: none"> • Encourage exploration of object characteristics (rolling, sliding). • Model fitting similar shapes together. Environment: <ul style="list-style-type: none"> • Provide interestingly shaped objects. • Include stackable items or towers to knock down. 	Adults can: <ul style="list-style-type: none"> • Sing patterned songs and rhymes with actions. • Encourage rhythmic movement and tapping. • Play simple turn-taking games (passing/rolling). Environment: <ul style="list-style-type: none"> • Provide time for repetitive activities. • Include high-contrast and patterned resources 	Adults can: <ul style="list-style-type: none"> • Comment on size and weight during play and routines. • Demonstrate filling and emptying containers. • Use everyday moments to discuss "big," "heavy," and "all gone." Environment: <ul style="list-style-type: none"> • Provide objects of varying lengths, sizes, and weights to handle and explore
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Observation check point:

The child shows enjoyment and engagement in patterned songs or rhymes, for example smiling, clapping, or moving to the rhythm.

The child joins in or anticipates actions in familiar games or songs (e.g. peekaboo, "Round and round the garden").

The child notices repetition or rhythm in actions, movements, or routines and begins to expect what will happen next.

The child explores and compares objects that look or feel different in shape, size, or weight.

The child reacts differently to very big or very small items, showing awareness of differences (e.g. reaching for smaller items or looking longer at large ones).

How adults/environment can facilitate development:

12-18 months

Spatial Awareness	Shape	Pattern	Measures
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<ul style="list-style-type: none"> • Explores space and begins to show awareness of position and direction (e.g. pointing to where they want to go). 	<ul style="list-style-type: none"> • Stacks and explores objects using flat surfaces. • Notices and responds to changes in shape. • Begins to match shapes to spaces (e.g. simple inset puzzles). 	<ul style="list-style-type: none"> • Joins in with and repeats actions in songs or stories. • Initiates repeated actions independently. 	<ul style="list-style-type: none"> • Shows interest in objects of different sizes. • Recognises and enjoys familiar routines. • Explores filling and emptying containers.
<p>Observation check point: The child joins in with repetitive songs, rhymes, and actions. Starts to show interest to continue patterns (e.g. tapping, clapping, shaking). Recognises familiar routines and shows awareness of what comes next. The child explores shape by stacking, fitting, and matching simple shapes. Responds to changes in shape or notices when shapes don't fit. Engages in simple spatial play – hiding, posting, and transporting objects. Uses gestures (e.g. pointing up, reaching in) to show awareness of direction or position.</p>			
<p>How adults/environment can facilitate development:</p>			
<p>Adults can:</p> <ul style="list-style-type: none"> • Encourage movement through hide-and-reveal games (e.g. under cups, in boxes). • Support children's awareness of position and direction through physical play. <p>Environment:</p> <ul style="list-style-type: none"> • Include boxes, bags, and cloths for hiding and transporting objects. • Offer toys of different sizes that fit inside each other (nesting). 	<p>Adults can:</p> <ul style="list-style-type: none"> • Highlight shape and form as children play with malleable or construction materials. <p>Environment:</p> <ul style="list-style-type: none"> • Provide blocks, boxes, and inset puzzles to explore stacking, fitting, and matching shapes. 	<p>Adults can:</p> <ul style="list-style-type: none"> • Notice and talk about patterns in the environment (e.g. stripes, spots). • Encourage turn-taking and repetition through "again" and "back-and-forth" games. <p>Environment:</p> <ul style="list-style-type: none"> • Offer items for repetitive play (e.g. shakers, drums). • Include familiar songs with rhythmic actions and beats. 	<p>Adults can:</p> <ul style="list-style-type: none"> • Comment on size and weight using everyday language (big, long, heavy, huge). • Talk about daily routines using sequencing words (first, next, then). <p>Environment:</p> <ul style="list-style-type: none"> • Provide large and small objects for comparison. • Include books and play materials that explore contrasting sizes.
<p>18-24 months</p>			
<p>Spatial Awareness</p>	<p>Shape</p>	<p>Pattern</p>	<p>Measures</p>

<ul style="list-style-type: none"> • Enjoys filling and emptying containers. • Explores fitting themselves inside or moving through spaces. 	<ul style="list-style-type: none"> • Pushes objects through shape sorters or inset puzzles. • Selects shapes for specific spaces. • Builds simple structures using blocks. 	<ul style="list-style-type: none"> • Recognises and enjoys simple patterns in routines, songs, and rhymes. • Predicts what comes next in familiar activities. • Begins to create own simple patterns (e.g. lining up toys). 	<ul style="list-style-type: none"> • Shows an interest in size and weight. • Explores capacity by selecting, filling and emptying containers, e.g. fitting toys in a pram. • Beginning to understand that things might happen now or at another time, in routines.
<p>Observation check point:</p> <p>Explores spaces - climbing in/out, under, through.</p> <p>Explores capacity by filling and emptying containers (e.g. fitting toys in a box or pram).</p> <p>Pushes or posts shapes into correct spaces.</p> <p>Builds simple structures or arrangements with blocks.</p> <p>Recognises familiar patterns in daily routines and songs.</p> <p>Begins to arrange items in their own simple patterns (e.g. lining up cars or bricks).</p> <p>Begins to compare using gesture (<i>hands wide for big</i>)</p> <p>Shows curiosity about size and weight - e.g. lifting, carrying, or comparing.</p>			
<p>How adults/environment can facilitate development:</p>			
<p>Adults can:</p> <ul style="list-style-type: none"> • Model thinking aloud when tidying, explaining where things fit. • Encourage exploration of spaces (inside, under, over, between). • Use spatial language naturally in play. <p>Environment:</p> <ul style="list-style-type: none"> • Create areas where children can crawl, squeeze, or climb through. 	<p>Adults can:</p> <ul style="list-style-type: none"> • Talk about shape properties during play (e.g. <i>we need a round one</i>). • Comment on shapes while building or tidying. <p>Environment:</p> <ul style="list-style-type: none"> • Offer inset puzzles, construction materials, and blocks with varied shapes. • Store objects by shape using photos or silhouettes. 	<p>Adults can:</p> <ul style="list-style-type: none"> • Highlight what comes next in songs, routines, and stories. • Emphasise repeated elements (e.g. <i>same, again</i>). • Encourage children to predict and join in with repeated phrases or actions. <p>Environment:</p> <ul style="list-style-type: none"> • Provide stories, songs, and activities with repetition and rhythm. 	<p>Adults:</p> <ul style="list-style-type: none"> • Use everyday language of size, weight, and capacity during play and routines. • Encourage thinking about <i>full, empty, and holds more</i> when exploring water or sand. • Highlight simple time sequences within routines (<i>now, next, later</i>). <p>Environment:</p> <ul style="list-style-type: none"> • Offer a variety of objects to lift, carry, and move (big, small, heavy, awkward).

<ul style="list-style-type: none"> • Provide boxes, tunnels, and large spaces for movement. • Include shape sorters and posting toys. • Designate spaces for tidying using photos or outlines. 		<ul style="list-style-type: none"> • Include natural and manmade patterns to explore (blocks, fabrics, nature). 	<ul style="list-style-type: none"> • Provide different containers, boxes, and bags for filling and transporting. • Include visual aids, books, or images showing familiar daily routines and sequences.
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2-3 years

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> • Explore space by climbing, crawling, and fitting into small areas. • Use simple spatial words such as <i>in, on, under</i>. • Fill and empty containers, noticing <i>full</i> and <i>empty</i>. • Show interest in repeated rhythms and patterns in songs and routines. 	<ul style="list-style-type: none"> • Build and stack objects using blocks and loose parts. • Explore simple 2D and 3D shapes through puzzles and construction. • Begin to compare quantities and sizes during play. • Join in with simple repeated actions in songs and stories. 	<ul style="list-style-type: none"> • Explore and describe position using words like <i>on top, next to, under</i>. • Build with a range of resources, experimenting with balance and height. • Begin to compare objects by size, weight, or capacity (<i>big/small, heavy/light</i>). • Copy simple movement or sound patterns. 	<ul style="list-style-type: none"> • Explore direction and movement (<i>under, over, through</i>). • Order and compare objects by size, shape, or capacity (<i>bigger, smaller, more water</i>). • Predict what comes next in familiar songs or stories. • Explore and fit shapes together in puzzles or block play. 	<ul style="list-style-type: none"> • Compare and describe using measure language (<i>tall, short, heavy, light</i>). • Explore capacity through pouring and filling activities. • Begin to use time language in routines (<i>now, next, later</i>). • Create simple patterns using toys, actions, or natural materials. 	<ul style="list-style-type: none"> • Recognise and continue repeating patterns using colours, shapes, or movements. • Explore shape and balance through building and stacking. • Compare size, weight, and length through hands-on exploration. • Sequence simple events or routines (<i>first snack, then outside</i>).

Observation check point guidance for staff:

- Observe during **free play, songs, snack time, and outdoor exploration** – mathematical understanding often emerges naturally.
- Record what children **say and do**, not just outcomes – gestures, comments, and problem-solving attempts are valuable evidence.
- Use these checkpoints to **plan enhancements**: for example, adding more shape sorters, stacking blocks, or matching games.
- Focus on **language and experience** rather than accuracy – at this stage, children are exploring rather than performing.

How adults/environment can facilitate development:

Adults:

- Model spatial language during play (*under, on top, next to, through*).
- Encourage children to notice shapes, patterns, and positions when building or tidying.
- Talk about similarities and differences in size, shape, and capacity (*bigger, smaller, full, empty*).
- Draw attention to repeating actions, sounds, or rhythms and help children predict what comes next.
- Use opportunities in stories, music, and movement to reinforce pattern and sequencing.

- Describe and compare everyday objects using informal measure language (*long, tall, heavy, light*).
- Talk about simple routines and time order (*first, next, later*).

Environment:

- Construction and shape puzzles to explore fitting, stacking, and matching.
- Open-ended materials (blocks, containers, boxes, fabrics) for building and sorting.
- Outdoor play spaces with tunnels, slopes, and routes to explore direction and position.
- Collections of objects with contrasting sizes, weights, and capacities for comparing and filling.
- Musical instruments, loose parts, and art materials to explore repeating patterns.
- Visual supports for routines (photo timetables, “now and next” boards) to build sequencing awareness.

3-4 Years

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Explore and compare small quantities using “more” and “same”.</p> <p>Begin to notice and copy simple patterns using colours, movements, or sounds.</p> <p>Explore and describe simple 2D shapes (circle, square, triangle).</p>	<p>Use language to compare quantities (“more than”, “fewer than”).</p> <p>Talk about and describe 2D and 3D shapes and their features (“round”, “flat”, “corners”).</p> <p>Identify and describe patterns around them in their environment.</p>	<p>Use and respond to positional language (“in”, “on”, “under”, “next to”).</p> <p>Select shapes appropriately for building or fitting into spaces.</p> <p>Copy and extend simple AB patterns (e.g. stick, leaf, stick, leaf).</p>	<p>Describe and talk about familiar routes or spaces using spatial language.</p> <p>Sort and match shapes by properties (flat, curved, sides, corners).</p> <p>Compare height and length using descriptive language (“taller”, “shorter”).</p>	<p>Combine shapes to make new ones and describe what they notice.</p> <p>Create and correct simple repeating patterns.</p> <p>Begin to talk about order and sequence of daily events (“first”, “next”, “then”).</p>	<p>Use positional and directional language (“in front of”, “behind”, “through”).</p> <p>Compare objects by size, weight, and capacity using everyday materials.</p> <p>Describe and recreate simple two-part patterns independently.</p>

Observation check point:

Baseline to be completed on entry to Preschool using practical resources. Termly excel doc to be completed to track progress. Where there are concerns above and beyond ‘regular’ attainment gaps, consult the steps to making a SEND referral document.

Autumn: Early shape & pattern recognition. Intent: Develop the use of mathematical language in play.

Spring: Develop understanding of position and sequence. Intent: Develop shape exploration and beginning to use prepositions through provision and play.

Summer: Extend awareness of pattern and sequence and compare objects using measures. Intent: Secure understanding patterns, and measures through practical play.

How adults/environment can facilitate development:

- Adults:**
- Use and model positional language naturally (*in, under, behind, next to*).
 - Support children to move, fit, rotate, and build with shapes and materials.
 - Discuss **shape features**, similarities, and how shapes combine to make new ones.
 - Draw attention to and extend **simple repeating patterns** in play and music.
 - Encourage comparing and describing size, weight, and capacity (*taller, heavier, fuller*).
 - Talk about **order and sequence** in familiar routines (*first, next, then*).
- Environment:**
- Provide **construction resources**—large/small blocks, puzzles, shape sorters.
 - Create spaces for **spatial exploration** (obstacle courses, trails, treasure hunts).
 - Offer **loose parts** for sorting, patterning, and comparing.
 - Include contrasting objects for measuring (big/small, heavy/light, full/empty).
 - Add **books, images, and displays** showing patterns, shapes, and daily sequences.
 - Use indoor/outdoor layouts that invite children to organise, fit, and navigate spaces.

4-5 Years - Year R

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>White Rose links: Getting to Know You / Match, Sort & Compare</p> <ul style="list-style-type: none"> • Sort and compare objects by attributes. • Continue, copy and create simple repeating patterns using shape, colour, or movement. • Compare length, height, mass, and capacity using practical play activities. 	<p>White Rose links: Circles, Triangles and Shapes with Four Sides</p> <ul style="list-style-type: none"> • Identify and name 2D shapes (circle, triangle, square, rectangle). • Describe and compare shape properties ("sides", "corners", "flat", "round"). • Create simple shape patterns and use 	<p>White Rose links: Mass and Capacity / Alive in 5</p> <ul style="list-style-type: none"> • Use comparative language ("heavier", "lighter", "full", "empty"). • Continue and correct repeating patterns. • Talk about the shapes and patterns found in everyday life. 	<p>White Rose links: Length, Height and Time</p> <ul style="list-style-type: none"> • Order and compare objects by length, height, and size. • Use and respond to positional language ("under", "next to", "behind", "on top"). • Select and manipulate shapes appropriately for a purpose. 	<p>White Rose links: Explore 3D Shape</p> <ul style="list-style-type: none"> • Compose and decompose shapes to recognise part-whole relationships in geometry. • Identify 2D shapes within 3D shapes. • Create and describe growing and repeating patterns. • Develop reasoning when comparing and ordering quantities. 	<p>White Rose links: Sharing and Grouping / Visualise, Build and Map</p> <ul style="list-style-type: none"> • Explore grouping, sharing, and even/odd concepts through play. • Use spatial reasoning to build, map, and visualise layouts. • Follow and give simple positional instructions. • Represent maps or models of familiar environments.

	shapes for construction.				
Observation checkpoint on entry/baseline: Can the child answer simple why questions?					
How adults/environment can facilitate development:					
<p>Adults:</p> <ul style="list-style-type: none"> • Use and model positional and directional language (in front, behind, between, next to, over, under). • Encourage children to describe positions, routes, and movements during play. • Discuss and compare shapes, encouraging children to name and describe properties (sides, corners, edges). • Challenge children to use shapes for a purpose – constructing, drawing, or arranging patterns. • Draw attention to shapes and patterns in the environment, art, and nature. • Encourage noticing of symmetry, repetition, and pattern – fixing or extending them when errors occur. • Discuss and compare objects by length, height, weight, and capacity, predicting and reasoning. • Support children to measure using non-standard and standard tools (rulers, cubes, scales, timers). • Discuss time and order using the language of sequence (“first, next, after, before”). <p>Environment:</p> <ul style="list-style-type: none"> • A range of 2D and 3D shapes for sorting, building, and combining. • Opportunities for creating and copying repeating patterns with blocks, beads, or natural objects. • Pattern and symmetry activities – printing, mosaics, pegboards, loose parts. • Maps, trails, and model-building resources to develop spatial awareness. • Measuring tools: tape measures, rulers, scales, and containers of varying sizes. • Time and routine prompts – clocks, calendars, visual timetables. • Spaces to explore direction and movement – obstacle courses, construction zones. • Opportunities for comparing and classifying by shape, size, and measure in all areas (sand, water, outdoors). • Displays highlighting pattern and shape vocabulary. 					
ELG					
<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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 another. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts, and how quantities can be distributed equally. 					
Transition into Year 1:					

<p>KEY STAGE 1</p> <h1>Year 1</h1>	 <p>Read and write numbers to 100, count to and across 100 both forwards and backwards</p>	 <p>Count in multiples of 2's, 5's and 10's</p>	 <p>Solve 1 step problems involving the four operations, using objects and pictures</p>	 <p>Solve problems with heights, lengths, capacity and volume</p>	 <p>Recognise, name and describe common 2D and 3D shapes</p>	 <p>Find and name 1 half and 1 quarter of an object, quantity and shape</p>	 <p>Tell the time to the hour and half past and draw these on a clock</p>
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