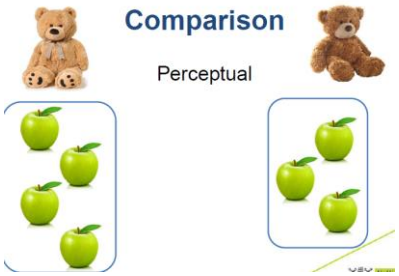
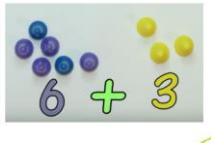
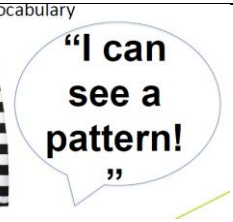
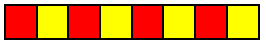
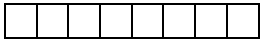
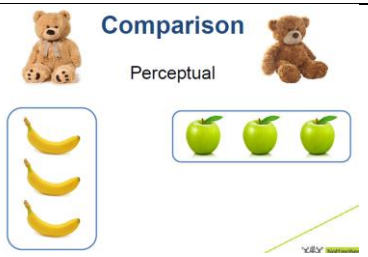
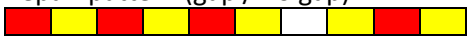
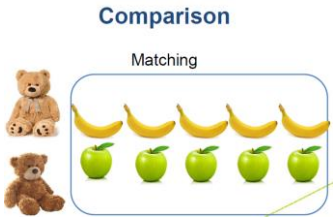
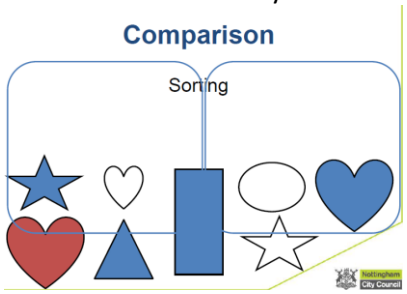
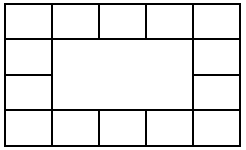
LTP	Comparison **Purpose of seeing which set has more** Equivalence Ordering Estimation	Cardinality **Counting principles** Counting Subitising	Composition **Whole into parts and parts into a whole** (understanding how each number can be made up in different ways, part whole relationships, inverse, seeing parts) Composing	Pattern Repeating pattern – it keeps repeating over and over, again and again.	SSM
Non-negotiables for end of N2	*Visually comparing a small group of different objects. *Physically comparing a small group of objects using a matching strategy.	*Verbally count to ten. 1:1 correspondence for a small presented group. *Beginning to subitise to 3.	*Practically undo an action. *Use number words to talk about what they see.	*Recognise (vocabulary), extend, copy, make and repair AB linear sequential patterns.	
Autumn 1 22-36 months	Begins to make comparisons between quantities Uses some language of quantities, such as 'more' and 'a lot'	Recites some number names in sequence Cardinality – object counting to 3 (eyes, ears, feet, hands) there are 3 altogether / the whole is 3	Recites some number names in sequence	Recognise pattern in pictures Recognise pattern in routines	Use past & future language Use size language Big / small
	Perceptual Comparison – Comparing two sets of objects which are the same object (eg apples), quantity difference is less than double. Which is more? Which is fewer? (Largest quantity 5).	**Verbal Counting**- Get clearly defined number names to 5. (Remember to slow down!) Can use actions to support eg claps, taps, jumps. Can count beyond 5 eg counting children. Ensure children have got stable counting order 1-5.	**Composition –Part Whole Relationships** Single object can be split into unequal parts Eg A banana can be split into two unequal parts and put back together to make the whole banana. "So I can put the big part of the banana and the small part of the banana back together to make the whole." Give as many experiences as possible to make the whole and the parts. Adults are modelling this	**Recognise – Vocabulary** Pattern/plain. Recognise repeating patterns, stripes, spots, zigzags. Regular patterns, dice patterns, dominoes. Growing patterns eg numbers grow up by one each time. Not a pattern – Plain or not repeating ie the same. "That's a pattern. I can see a pattern."	**Shapes-** Describe properties using the vocabulary curved and straight **Measure-** Comparing to 2 objects for height taller/shorter full/empty

	 Match 1:2:1 correspondence equal objects		language, not expecting children to say anything, it is all non-verbal. PW relationships  	Vocabulary   I can see a pattern linear A B (socks, ties) I can hear a pattern (clap, jump) / musical	
Autumn 2 22-36 months & 30-50 months	Compares two groups of objects, saying when they have the same number Comparison – sorting Can you find the exact same? photos, then pictures / same animal different kinds	Uses some number names and number language spontaneously Cardinality – subitising (N1 1 – 3) linking number names with quantity 3 cars, 2 apples, 1 bike – can instantly name 1, 2, or 3 objects Under a bowl  Can just get 3 pens without counting	Shows an interest in number problems Composition – seeing parts Group of objects can be called a whole The whole is bigger than the parts. Visual (not using numbers) the parts  are smaller than the whole  The 5 pencil pot is the whole	Extend pattern (linear A B) continue  Copy pattern (seen) linear A B   Names the repeat (red, yellow pattern) Copy pattern (unseen) – linear A B  <u>cover it</u> children to remember and recreate	Notice shapes in pictures Recognise shape & size Play with shapes Makes arrangements with objects Notice shapes in the environment
	Perceptual Comparison – Comparing two sets of objects which are not the same (eg bananas and apples), introduce ‘the same’ (amount).	**Subitising** – Make sure subitising 1, 2, 3 is secure first. Extend subitising to 4. Look and say how many/instantly recognise the quantity. (Remember to use dice patterns as			**Shapes-** Describe properties using the vocabulary side and corner **Measure-** Comparing to 2 objects for weight heavier/lighter

	 Matching to 6 Start to identify when similar or different objects	part of subitising). Give me 1, 2, 3, 4 (without counting) *Remember to use the noun/collective noun to make it meaningful Revisit: verbal counting to 10 object counting to 5			*Consolidate taller/shorter & full/empty in review
Spring 1 22-36 months & 30-50 months	Comparison – sorting (describe the rule) - Binary shadows – just hearts / shape / colour (others to be left as irrelevant) sorting clothes (just the socks) – can you sort in a different way? blue / not blue Ordinal language to 3	Recites numbers in order to 10 Cardinality – verbal counting clearly defined number names when chanting (different starting & stopping numbers) silly puppet 	Composition – seeing parts yellow & blue (parts) = green (whole) (colour mixing)  How did you see the flowers? (4 and a 1)	Repair pattern (gap) linear A B (I have forgotten one what could it be?)  Repair pattern (gap / no gap)  	Sort objects according to shape or size Shows interest in shape through construction Talk about shapes & arrangements Uses positional language

	Comparison-Matching (comparing to 6). Using objects. Match the objects using two lines to find out more/fewer/same amount. Prove it, convince me. 	**Object Counting** – Use counting skills to count up to 5 things. "The last number I say is how many I've got." Eg "So we've got 5 bananas." Remember to use the noun name (Incidentally use the numeral to link to the amount) Subitising - Subitise to 4, look and say how many…"Yes there are 4 bananas, we used our subitising skills. Now let's use our counting skills to check because we will need this when we use bigger numbers." Model the use of gestures "1, 2, 3, there are three glasses."	**Composition-Inverse** How do we get back to the whole again? Use activities/rhymes and get the children to explain how to get back to the whole. REMEMBER to reinforce the whole is bigger than the parts. 		**Shapes-** Comparing shapes using the vocabulary curved, straight, side and corner **Measure-** Comparing to 2 objects for length longer/shorter *Consolidate taller/shorter, heavier/lighter & full/empty in review
Spring 2 30-50 months	Comparison – Perceptual N2 not beyond 5 2 sets of the same object but less than double : visually more / fewer / same Matching to 6 (different & similar objects)	Sometimes matches numeral and quantity correctly Cardinality – object counting say and touch counting beginning 1:1 Stopping number tells you how many in the group	Knows that numbers identify how many objects are in a set Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same Composition – inverse **Number Blocks**	Pattern (linear A B) variation  Patter (linear A B) variation  Exposure to different types of pattern (taller/shorter, colour, big/small) Can they spot the pattern and the repeat? Repair	Uses shapes appropriately for tasks Beginning to talk about the shapes of everyday objects, e.g. '*round*' and '*tall*'

			 Skittles – knocking 1 down and putting it back to make a whole 10 green bottles – how can we get back to a whole?		
	Continue to match similar & different objects **Comparison-Binary Sort**. Sorting into two groups. Therefore use all of the objects and give each group a title. Children to give the titles to each group, adult to model and support. Eg. All of the blue shapes, all of the not blue shapes. (Adult could sort and ask what is my rule?  	**Verbal Counting**- start counting at different numbers and count up to 10. Collection maker to 4	**Composition – Seeing Parts** Children start applying numbers to what they are seeing. Eg Fruit kebabs "I've got two pieces of banana and two strawberries, the whole is four." Eg. "Two fields and four cows. We might have two cow in this field and two cows in this field, the whole is still four." Eg. "Two frogs on the log and three in the pond, the whole is still five."  "I can see three flowers and two flowers, the whole is five flowers."		**Shapes-** Comparing shapes using the vocabulary curved, straight, side and corner How is it the same as a…….? How is it different from a … **Measure-** Comparing to 2 objects for breadth wider/narrower *Consolidate taller/shorter, heavier/lighter, longer/shorter & full/empty in review

					
Summer 1 30-50 months 40-60 months	Comparison – Perceptual comparing 2 different sets Discuss fair and unfair sharing 4 frogs and 1 jumps in the water. How many are left? How do you know?	Realises not only objects, but anything can be counted, including steps, claps or jumps Counts up to three or four objects by saying one number name for each item Cardinality – object counting Saying number names in sequence to 5 and then 10 and beyond. Counting things that cannot be touched or seen	Composition – partitioning 3 bits of banana = 1 whole 4 bits of an apple = 1 whole 5 currant buns 	Measures short periods of time in simple ways. Pattern (linear A B) problem solving  Repeat – spot mistake Circular A B patterns Problem solving. Give children a plate (can they fit A B all the way around? what can they do to make it right?)	Use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes Select a named shape Can describe their relative position such as 'behind' or 'next to'. Orders two or three items by length or height. Orders two items by weight or capacity.
	As Spring 2 Sorting (binary sort) Children to make their own rules Matching to 6	**Verbal Counting** – start at different numbers and stop at different numbers to 10. **Object counting** – As Spring 2 to 5	As Spring 2 but extend with children explaining using part whole number stories Continue to encourage children to start applying numbers		**Shapes-** Comparing shapes and seeing what shapes would be good for eg. A wheel **Measure-** Comparing to 2 objects for depth

		Collection makers to 4			Deeper/shallower *Consolidate taller/shorter, heavier/lighter, longer/shorter, wide/narrower & full/empty in review
Summer 2 40-60 months	Counts an irregular arrangement of up to ten objects Comparison – matching subitising (dice, dominoes, other arrangements) Tracking games 	Counts out up to six objects from a larger group Cardinality – object counting Counting forwards and backwards from different starting numbers Counting out from a bigger number Counting objects of different sizes Dice & tracking games Match numeral and number Collection makers to at least 4	In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting Composition – part part whole 1 and 4, 2 and 3, 2 and 2 and 1 = 5  Number bonds	Uses familiar objects and common shapes to create and recreate patterns and build models. Pattern – progression towards F2 – Can you change blue for yellow. Can you create a pattern for your friend to copy or continue?	Beginning to use everyday language related to money. Orders and sequences familiar events. Uses everyday language related to time. Positional Language
	Revisit	Revisit	Revisit	Revisit	Revisit Measuring objects using non standard measure Eg. How many cubes tall is your teddy?