

### Early Years medium-term plans

These medium-term plans give a complete at-a-glance overview of the structure of *Rising Stars Mathematics Early Years*, detailing the order of teaching, key resources and a suggestion of what could be covered each week. The term 'week' is used flexibly. Depending on the class, coverage may take a little less or a little more than a week. If practitioners are confident that children have mastered a concept, then it is acceptable to move on quickly, just as it is important to allow children to spend longer on a topic if necessary to ensure they have mastered it at the appropriate level before moving on.

After the first term, the 'Starting points' pages for each unit are included at the end of the previous unit at the beginning of the unit itself. This allows for formative assessment to inform practitioners' approach to the next unit. The 'Where's the Maths in that?' pages are designed to be used throughout the unit by running the tasks alongside the main unit.

The length of a half-term will vary. If the half-term is short, practitioners can move a unit into the next term. If a half-term is long, they can move a unit back into the preceding term. It is best to avoid splitting units between two half-terms, unless the content in each concept is very distinct.

Additional notes for certain strands and ELGs can be found at the end of the document in the section entitled 'How Rising Stars Mathematics Early Years can be used to support the statutory framework for the Early Years Foundation Stage (2021)'.

<i>Rising Stars Mathematics</i>				
Autumn 1				
Week	Strand	Title	Weekly summary	Resources
1	Number	<b>Unit 1 Focus on 4</b> <ul style="list-style-type: none"> <li>Starting point</li> </ul>	<ul style="list-style-type: none"> <li>Count up to four objects or actions</li> </ul>	<ul style="list-style-type: none"> <li><b>Teacher's Guide</b> 34–35</li> <li><b>Talking and thinking pictures</b> 1.1–1.4</li> <li><b>Home-school links</b></li> </ul> Newsletter 1: Introduction to the newsletters Poster Unit 1
2	Number	<b>Unit 1 Focus on 4</b> <ul style="list-style-type: none"> <li>Where's the Maths in that?</li> <li>1a Recognising numerals 1–4</li> <li>Gameboard 1: On target!</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and use numerals 1–4</li> </ul>	<ul style="list-style-type: none"> <li><b>Teacher's Guide</b> 36–39, 42–43</li> <li><b>Talking and thinking picture</b> 1.5</li> <li><b>General resource sheet</b> 3</li> <li><b>Home-school links</b></li> </ul> Newsletter 2: Recognising numerals 1–4 Gameboard 1: On target!
Early Learning Framework				
		Early Learning Goal	Early Learning Outcome	
		<ul style="list-style-type: none"> <li><b>Number ELG:</b> Have a deep understanding of numbers to 10, including the composition of each number (this unit focuses on numbers 1–4)</li> </ul>	<ul style="list-style-type: none"> <li><b>3–4 years:</b> Say one number for each item in order: 1, 2, 3, 4, 5</li> <li><b>3–4 years:</b> Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)</li> <li><b>3–4 years:</b> Show finger numbers up to 5 (this unit focuses on numbers 1–4)</li> <li><b>3–4 years:</b> Link numerals and amounts; for example, showing the right number of objects to match the numeral, up to 5 (this unit focuses on numbers 1–4)</li> <li><b>3–4 years:</b> Experiment with their own symbols and marks as well as numerals</li> <li><b>Reception:</b> Count objects, actions and sounds</li> <li><b>Reception:</b> Link the number symbol (numeral) with its cardinal number value</li> </ul>	
		<ul style="list-style-type: none"> <li><b>Number ELG:</b> Have a deep understanding of numbers to 10, including the composition of each number</li> <li><b>Number ELG:</b> Subitise (recognise quantities without counting) up to 5 (this unit focuses on numbers 1–4)</li> </ul>	<ul style="list-style-type: none"> <li><b>3–4 years:</b> Fast recognition of up to three objects without having to count them individually (subitising)</li> <li><b>3–4 years:</b> Link numerals and amounts; for example, showing the right number of objects to match the numeral, up to 5 (this unit focuses on numbers 1–4)</li> <li><b>3–4 years:</b> Experiment with their own symbols and marks as well as numerals</li> <li><b>Reception:</b> Link the number symbol (numeral) with its cardinal number value</li> <li><b>Reception:</b> Subitise</li> </ul>	

# Introduction: Medium-term plans

Rising Stars Mathematics					Early Learning Framework	
Week	Strand	Title	Weekly summary	Resources	Early Learning Goal	Early Learning Outcome
3	Number	<b>Unit 1 Focus on 4</b> <ul style="list-style-type: none"> <li>Where's the Maths in that?</li> <li>1b Partitioning 4</li> </ul>	<ul style="list-style-type: none"> <li>Understanding numbers within numbers; separating a small group of objects in different ways</li> </ul>	<ul style="list-style-type: none"> <li><b>Teacher's Guide</b> 36–37, 40–41</li> <li><b>Talking and thinking pictures</b> 1.6 and 1.7</li> <li><b>Home-school links</b> Newsletter 3: Partitioning 4</li> </ul>	<ul style="list-style-type: none"> <li><b>Number ELG:</b> Have a deep understanding of numbers to 10, including the composition of each number</li> <li><b>Number ELG:</b> Subitise (recognise quantities without counting) up to 5 (this unit focuses on numbers 1–4)</li> </ul>	<ul style="list-style-type: none"> <li><b>3–4 years:</b> Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)</li> <li><b>3–4 years:</b> Fast recognition of up to three objects without having to count them individually (subitising)</li> <li><b>Reception:</b> Count objects, actions and sounds</li> <li><b>Reception:</b> Link the number symbol (numeral) with its cardinal number value</li> <li><b>Reception:</b> Explore the composition of numbers up to 10 (this unit focuses on numbers 1–4)</li> </ul>
4	Number Numerical Patterns	<b>Unit 2 Compare numbers and quantities</b> <ul style="list-style-type: none"> <li>Starting point</li> </ul>	<ul style="list-style-type: none"> <li>Use the language of comparison: 'more', 'less', 'fewer', 'the same', 'enough', 'not enough' and 'too much'</li> </ul>	<ul style="list-style-type: none"> <li><b>Teacher's Guide</b> 44–45</li> <li><b>Talking and thinking pictures</b> 2.1–2.4</li> <li><b>Resource sheet</b> 2.1</li> <li><b>Home-school links</b> Newsletter 4: Attitudes to maths Poster Unit 2</li> </ul>	<ul style="list-style-type: none"> <li><b>Number ELG:</b> Have a deep understanding of numbers to 10, including the composition of each number</li> <li><b>Numerical Patterns ELG:</b> Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity (this unit focuses on numbers 0–4). See <i>additional notes for this ELG</i></li> </ul>	<ul style="list-style-type: none"> <li><b>3–4 years:</b> Link numerals and amounts; for example, showing the right number of objects to match the numeral, up to 4</li> <li><b>3–4 years:</b> Compare quantities using language: 'more than', 'fewer than'</li> <li><b>Reception:</b> Count objects, actions and sounds</li> <li><b>Reception:</b> Link the number symbol (numeral) with its cardinal number value</li> <li><b>Reception:</b> Compare numbers</li> <li><b>Reception:</b> Understand the 'one more than'/'one less than' relationship between consecutive numbers</li> </ul>
5	Numerical Patterns	<b>Unit 2 Compare numbers and quantities</b> <ul style="list-style-type: none"> <li>Where's the Maths in that?</li> <li>2a More, less or the same</li> <li>Gameboard 2: Race the rainbow</li> </ul>	<ul style="list-style-type: none"> <li>Compare quantities of objects and find one more and one fewer</li> </ul>	<ul style="list-style-type: none"> <li><b>Teacher's Guide</b> 46–49, 52–53</li> <li><b>Talking and thinking picture</b> 2.5</li> <li><b>General resource sheets</b> 1 and 2</li> <li><b>Resource sheets</b> 2.2, 2.3 and 2.4</li> <li><b>Video</b> Comparing numbers and quantities</li> <li><b>Home-school links</b> Newsletter 5: More, less, fewer or the same Gameboard 2: Race the rainbow</li> </ul>	<ul style="list-style-type: none"> <li><b>Numerical Patterns ELG:</b> Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity (this unit focuses on numbers 1–4). See <i>additional notes for this ELG</i></li> </ul>	<ul style="list-style-type: none"> <li><b>3–4 years:</b> Compare quantities using language: 'more than', 'fewer than'</li> <li><b>Reception:</b> Compare numbers</li> <li><b>Reception:</b> Understand the 'one more than'/'one less than' relationship between consecutive numbers</li> </ul>
6	Numerical Patterns	<b>Unit 2 Compare numbers and quantities</b> <ul style="list-style-type: none"> <li>Where's the Maths in that?</li> <li>2b Ordering numbers and introducing zero</li> </ul>	<ul style="list-style-type: none"> <li>Order numbers and quantities from 0–4 and introduce zero</li> </ul>	<ul style="list-style-type: none"> <li><b>Teacher's Guide</b> 46–47, 50–51</li> <li><b>Talking and thinking pictures</b> 2.6 and 2.7</li> <li><b>General resource sheets</b> 1, 2, 3 and 5</li> <li><b>Resource sheet</b> 2.2</li> <li><b>Home-school links</b> Newsletter 6: Ordering numbers and introducing zero</li> </ul>	<ul style="list-style-type: none"> <li><b>Numerical Patterns ELG:</b> Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity (this unit focuses on numbers 0–4)</li> </ul>	<ul style="list-style-type: none"> <li><b>3–4 years:</b> Compare quantities using language: 'more than', 'fewer than'</li> <li><b>Reception:</b> Compare numbers</li> <li><b>Reception:</b> Understand the 'one more than'/'one less than' relationship between consecutive numbers</li> </ul>
<b>Reflect and review Autumn 1</b>						

Early Learning Framework						
Rising Stars Mathematics						
Autumn 2						
Week	Strand	Title	Weekly summary	Resources	Early Learning Goal	Early Learning Outcome
7	Shape, space and measures	<b>Unit 3 3-D shape, position and time</b> • Starting point	• Explore same and different, positional language, ordering events and 3-D shapes	<ul style="list-style-type: none"> <li>• <b>Teacher's Guide</b> 54–55</li> <li>• <b>Talking and thinking pictures</b> 3.1–3.4</li> <li>• <b>Home-school links</b> Newsletter 7: Looking ahead at time Poster Unit 3</li> </ul>	See <i>additional notes about shape, space and measure</i>	<ul style="list-style-type: none"> <li>• <b>3–4 years:</b> Talk about and explore 2-D and 3-D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'</li> <li>• <b>3–4 years:</b> Understand position through words alone; for example, 'The bag is under the table', with no pointing</li> <li>• <b>3–4 years:</b> Discuss routes and locations, using words such as 'in front of' and 'behind'</li> <li>• <b>Reception:</b> Select, rotate and manipulate shapes in order to develop spatial reasoning skills</li> <li>• <b>Reception:</b> Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can</li> </ul>
8	Shape, space and measures	<b>Unit 3 3-D shape, position and time</b> • Where's the Maths in that? • 3a 3-D shapes • Gameboard 3: Shape race	• Recognise, describe and name 3-D shapes; choose a shape for a particular purpose based on its properties	<ul style="list-style-type: none"> <li>• <b>Teacher's Guide</b> 56–59, 64–65</li> <li>• <b>Talking and thinking picture</b> 3.5</li> <li>• <b>Resource sheet</b> 3.1 and 3.2</li> <li>• <b>Video</b> 2-D and 3-D shapes</li> <li>• <b>Home-school links</b> Newsletter 8: 3-D shapes Gameboard 3: Shape race</li> </ul>	See <i>additional notes about shape, space and measure</i>	<ul style="list-style-type: none"> <li>• <b>3–4 years:</b> Talk about and explore 2-D and 3-D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'</li> <li>• <b>3–4 years:</b> Understand position through words alone; for example, 'The bag is under the table', with no pointing</li> <li>• <b>3–4 years:</b> Discuss routes and locations, using words like 'in front of' and 'behind'</li> <li>• <b>Reception:</b> Select, rotate and manipulate shapes in order to develop spatial reasoning skills</li> <li>• <b>Reception:</b> Select, rotate and manipulate shapes in order to develop spatial reasoning skills</li> <li>• <b>Reception:</b> Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can</li> </ul>
9	Shape, space and measures	<b>Unit 3 3-D shape, position and time</b> • Where's the Maths in that? • 3b Positional language	• Use and respond to everyday language about position	<ul style="list-style-type: none"> <li>• <b>Teacher's Guide</b> 56–57, 60–61</li> <li>• <b>Talking and thinking picture</b> 3.6</li> <li>• <b>Video</b> Positional language</li> <li>• <b>Home-school links</b> Newsletter 9: Positional language</li> </ul>	See <i>additional notes about shape, space and measure</i>	<ul style="list-style-type: none"> <li>• <b>3–4 years:</b> Understand position through words alone; for example, 'The bag is under the table', with no pointing</li> <li>• <b>3–4 years:</b> Discuss routes and locations, using words like 'in front of' and 'behind'</li> </ul>
10	Shape, space and measures	<b>Unit 3 3-D shape, position and time</b> • Where's the Maths in that? • 3c Talking about time	• Order short sequences of familiar events; use everyday language to talk about time	<ul style="list-style-type: none"> <li>• <b>Teacher's Guide</b> 56–57, 62–63</li> <li>• <b>Talking and thinking picture</b> 3.7 (1) and (2)</li> <li>• <b>Video</b> Time</li> <li>• <b>Home-school links</b> Newsletter 10: Talking about time</li> </ul>	See <i>additional notes about shape, space and measure</i>	<ul style="list-style-type: none"> <li>• <b>3–4 years:</b> Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</li> </ul>
	Number	<b>Unit 4 Up to 10</b> • Starting point	• Count up to 10 objects; counting out a quantity to match a numeral	<ul style="list-style-type: none"> <li>• <b>Teacher's Guide</b> 66–67</li> <li>• <b>Talking and thinking pictures</b> 4.1–4.3</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Number ELG:</b> Have a deep understanding of numbers to 10, including the composition of each number</li> </ul>	<ul style="list-style-type: none"> <li>• <b>3–4 years:</b> Link numerals and amounts; for example, showing the right number of objects to match the numeral, up to 5</li> <li>• <b>Reception:</b> Count objects, actions and sounds</li> <li>• <b>Reception:</b> Link the number symbol (numeral) with its cardinal number value</li> </ul>

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Rising Stars Mathematics					Early Learning Framework	
Week	Strand	Title	Weekly summary	Resources	Early Learning Goal	Early Learning Outcome
11	Number	<b>Unit 4 Up to 10</b> <ul style="list-style-type: none"> <li>Where's the Maths in that?</li> <li>4a Counting to 6</li> <li>Gameboard 4: Sleeping ladybirds</li> </ul>	<ul style="list-style-type: none"> <li>Count up to six objects and actions.</li> <li>Recognise spot patterns and numerals to 6</li> <li>Recognise mistakes in counting and correct them</li> </ul>	<ul style="list-style-type: none"> <li><b>Teacher's Guide</b> 68–71, 74–75</li> <li><b>Talking and thinking picture</b> 4.4</li> <li><b>General resource sheets</b> 1, 2 and 4</li> <li><b>Home-school links</b> Newsletter 11: Counting to 6 Poster Unit 4 Gameboard 4: Sleeping ladybirds</li> </ul>	<ul style="list-style-type: none"> <li><b>Number ELG:</b> Have a deep understanding of numbers to 10, including the composition of each number (this unit focuses on numbers up to 6)</li> </ul>	<ul style="list-style-type: none"> <li><b>3–4 years:</b> Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)</li> <li><b>3–4 years:</b> Link numerals and amounts; for example, showing the right number of objects to match the numeral, up to 5</li> <li><b>Reception:</b> Count objects, actions and sounds</li> <li><b>Reception:</b> Link the number symbol (numeral) with its cardinal number value</li> <li><b>Reception:</b> Subitise</li> </ul>
12	Number	<b>Unit 4 Up to 10</b> <ul style="list-style-type: none"> <li>Where's the Maths in that?</li> <li>4b Counting to 10</li> </ul>	<ul style="list-style-type: none"> <li>Count up to ten objects and actions; read numerals up to 10 and match with the correct number of objects</li> </ul>	<ul style="list-style-type: none"> <li><b>Teacher's Guide</b> 68–69, 72–73</li> <li><b>Talking and thinking picture</b> 4.5</li> <li><b>General resource sheets</b> 2, 5 and 11</li> <li><b>Video</b> Number counting</li> <li><b>Home-school links</b> Newsletter 12: Counting to 10</li> </ul>	<ul style="list-style-type: none"> <li><b>Number ELG:</b> Have a deep understanding of numbers to 10, including the composition of each number</li> </ul>	<ul style="list-style-type: none"> <li><b>3–4 years:</b> Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)</li> <li><b>3–4 years:</b> Link numerals and amounts; for example, showing the right number of objects to match the numeral, up to 5</li> <li><b>Reception:</b> Count objects, actions and sounds</li> <li><b>Reception:</b> Link the number symbol (numeral) with its cardinal number value</li> </ul>
12	Number	<b>Unit 5 Add and subtract within 10</b> <ul style="list-style-type: none"> <li>Starting point</li> </ul>	<ul style="list-style-type: none"> <li>Count the objects in two groups to find the total</li> </ul>	<ul style="list-style-type: none"> <li><b>Teacher's Guide</b> 76–77</li> <li><b>Talking and thinking picture</b> 5.1</li> </ul>	<ul style="list-style-type: none"> <li><b>Number ELG:</b> Have a deep understanding of numbers to 10, including the composition of each number</li> <li><b>Number ELG:</b> 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 (see <i>additional notes for this ELG</i>)</li> </ul>	<ul style="list-style-type: none"> <li><b>3–4 years:</b> Solve real-world mathematical problems with numbers to 5</li> <li><b>3–4 years:</b> Compare quantities using language: 'more than', 'fewer than'</li> <li><b>Reception:</b> Compare numbers</li> <li><b>Reception:</b> Automatically recall number bonds for numbers 0–5 and some to 10</li> <li><b>Reception:</b> Understand the 'one more than'/'one less than' relationship between consecutive numbers</li> </ul>
<b>Reflect and review Autumn 2</b>						
<b>Spring 1</b>						
13	Number Numerical Patterns	<b>Unit 5 Add and subtract within 10</b> <ul style="list-style-type: none"> <li>Starting point</li> </ul>	<ul style="list-style-type: none"> <li>Find the number that is one more or one fewer than a given number without counting</li> </ul>	<ul style="list-style-type: none"> <li><b>Teacher's Guide</b> 76–77</li> <li><b>Talking and thinking pictures</b> 5.2 and 5.3</li> </ul>	<ul style="list-style-type: none"> <li><b>Number ELG:</b> Have a deep understanding of numbers to 10, including the composition of each number</li> <li><b>Numerical Patterns ELG:</b> Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity (see <i>additional notes about this ELG</i>)</li> </ul>	<ul style="list-style-type: none"> <li><b>3–4 years:</b> Compare quantities using language: 'more than', 'fewer than'</li> <li><b>Reception:</b> Compare numbers</li> <li><b>Reception:</b> Automatically recall number bonds for numbers 0–5 and some to 10</li> <li><b>Reception:</b> Understand the 'one more than'/'one less than' relationship between consecutive numbers</li> </ul>
	Number Numerical Patterns	<b>Unit 5 Add and subtract within 10</b> <ul style="list-style-type: none"> <li>Where's the Maths in that?</li> <li>5a One more, one less</li> </ul>	<ul style="list-style-type: none"> <li>Find the number that is one more or one fewer than a given number without counting</li> </ul>	<ul style="list-style-type: none"> <li><b>Teacher's Guide</b> 78–81</li> <li><b>Talking and thinking picture</b> 5.4</li> <li><b>General resource sheets</b> 2 and 5</li> <li><b>Video</b> One more, one less</li> <li><b>Home-school links</b> Newsletter 13: One more, one less Poster Unit 5 Resource sheet 5.3</li> </ul>	<ul style="list-style-type: none"> <li><b>Number ELG:</b> Have a deep understanding of number to 10, including the composition of each number</li> <li><b>Numerical Patterns ELG:</b> Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity (see <i>additional notes about this ELG</i>)</li> </ul>	<ul style="list-style-type: none"> <li><b>3–4 years:</b> Compare quantities using language: 'more than', 'fewer than'</li> <li><b>Reception:</b> Compare numbers</li> <li><b>Reception:</b> Automatically recall number bonds for numbers 0–5 and some to 10</li> <li><b>Reception:</b> Understand the 'one more than'/'one less than' relationship between consecutive numbers</li> </ul>

Rising Stars Mathematics					Early Learning Framework	
Week	Strand	Title	Weekly summary	Resources	Early Learning Goal	Early Learning Outcome
14	Number	<b>Unit 5 Add and subtract within 10</b> <ul style="list-style-type: none"> <li>Where's the Maths in that?</li> <li>5b Adding to 10</li> </ul>	<ul style="list-style-type: none"> <li>Addition within 10, beginning to count on</li> </ul>	<ul style="list-style-type: none"> <li><b>Teacher's Guide</b> 78–79, 82–83</li> <li><b>Talking and thinking picture</b> 5.5</li> <li><b>General resource sheets</b> 5 and 8</li> <li><b>Resource sheet</b> 5.2</li> <li><b>Video</b> Adding and subtracting</li> <li><b>Home-school links</b> Newsletter 14: Adding to 10</li> </ul>	<ul style="list-style-type: none"> <li><b>Number ELG:</b> Have a deep understanding of numbers to 10, including the composition of each number</li> </ul>	<ul style="list-style-type: none"> <li><b>3–4 years:</b> Solve real-world mathematical problems with numbers to 5</li> <li><b>Reception:</b> Compare numbers</li> <li><b>Reception:</b> Explore the composition of numbers up to 10</li> </ul>
15	Number	<b>Unit 5 Add and subtract within 10</b> <ul style="list-style-type: none"> <li>Where's the Maths in that?</li> <li>5c Subtracting within 10</li> <li>Gameboard 5: Car park</li> </ul>	<ul style="list-style-type: none"> <li>Subtraction within 10, beginning to count back</li> </ul>	<ul style="list-style-type: none"> <li><b>Teacher's Guide</b> 78–79, 84–87</li> <li><b>Talking and thinking pictures</b> 5.6 and 5.7</li> <li><b>General resource sheets</b> 5 and 8</li> <li><b>Resource sheet</b> 5.1</li> <li><b>Home-school links</b> Newsletter 15: Subtracting within 10 Gameboard 5: Car park</li> </ul>	<ul style="list-style-type: none"> <li><b>Number ELG:</b> Have a deep understanding of numbers to 10, including the composition of each number</li> </ul>	<ul style="list-style-type: none"> <li><b>3–4 years:</b> Solve real-world mathematical problems with numbers to 5</li> <li><b>Reception:</b> Compare numbers</li> <li><b>3–4 years:</b> Explore the composition of numbers up to 10</li> </ul>
15	Shape, space and measures	<b>Unit 6 Comparative measures</b> <ul style="list-style-type: none"> <li>Starting point</li> </ul>	<ul style="list-style-type: none"> <li>Compare two objects by direct comparison in terms of height, length and size</li> </ul>	<ul style="list-style-type: none"> <li><b>Teacher's Guide</b> 88–89</li> <li><b>Talking and thinking pictures</b> 6.1 and 6.2</li> </ul>	<p><i>See additional notes about shape, space and measure</i></p>	<ul style="list-style-type: none"> <li><b>Reception:</b> Compare length, weight and capacity</li> </ul>
16	Shape, space and measures	<b>Unit 6 Comparative measures</b> <ul style="list-style-type: none"> <li>Starting point</li> </ul>	<ul style="list-style-type: none"> <li>Compare and order two or three lengths and heights by direct comparison</li> </ul>	<ul style="list-style-type: none"> <li><b>Teacher's Guide</b> 88–89</li> <li><b>Talking and thinking pictures</b> 6.3 and 6.4</li> </ul>	<p><i>See additional notes about shape, space and measure</i></p>	<ul style="list-style-type: none"> <li><b>Reception:</b> Compare length, weight and capacity</li> </ul>
	Shape, space and measures	<b>Unit 6 Comparative measures</b> <ul style="list-style-type: none"> <li>Where's the Maths in that?</li> <li>6a Comparing length and height</li> <li>Gameboard 6: Worm hunt</li> </ul>	<ul style="list-style-type: none"> <li>Compare and order two or three lengths and heights by direct comparison</li> </ul>	<ul style="list-style-type: none"> <li><b>Teacher's Guide</b> 90–93, 100–101</li> <li><b>Talking and thinking picture</b> 6.5</li> <li><b>Video</b> Length, height and distance</li> <li><b>Home-school links</b> Newsletter 16: Comparing length and height Gameboard 6: Worm hunt Poster Unit 6</li> </ul>	<p><i>See additional notes about shape, space and measure</i></p>	<ul style="list-style-type: none"> <li><b>Reception:</b> Compare length, weight and capacity</li> </ul>
17	Shape, space and measures	<b>Unit 6 Comparative measures</b> <ul style="list-style-type: none"> <li>Where's the Maths in that?</li> <li>6b Weight</li> </ul>	<ul style="list-style-type: none"> <li>Compare and order two weights by direct comparison</li> </ul>	<ul style="list-style-type: none"> <li><b>Teacher's Guide</b> 90–91, 94–95</li> <li><b>Talking and thinking picture</b> 6.6</li> <li><b>Video</b> Weight and capacity</li> <li><b>Home-school links</b> Newsletter 17: Weight</li> </ul>	<p><i>See additional notes about shape, space and measure</i></p>	<ul style="list-style-type: none"> <li><b>Reception:</b> Compare length, weight and capacity</li> </ul>

# Introduction: Medium-term plans

Rising Stars Mathematics				Early Learning Framework		
Week	Strand	Title	Weekly summary	Resources	Early Learning Goal	Early Learning Outcome
18	Number Numerical Patterns	<b>Unit 6 Comparative measures</b> <ul style="list-style-type: none"> <li>Where's the Maths in that?</li> <li>6c Capacity</li> </ul>	<ul style="list-style-type: none"> <li>Compare and order two capacities and distances by direct comparison</li> </ul>	<ul style="list-style-type: none"> <li><b>Teacher's Guide</b> 90–91, 96–97</li> <li><b>Talking and thinking picture</b> 6.7</li> <li><b>Video</b> Weight and capacity</li> <li><b>Home-school links</b> Newsletter 18: Capacity</li> </ul>	<ul style="list-style-type: none"> <li><b>Number ELG:</b> 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 (see <i>additional notes about this ELG</i>)</li> <li><b>Numerical Patterns ELG:</b> Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity (see <i>additional notes about this ELG</i>)</li> </ul>	<ul style="list-style-type: none"> <li><b>Reception:</b> Compare length, weight and capacity</li> </ul>
	Number Numerical Patterns	<b>Unit 6 Comparative measures</b> <ul style="list-style-type: none"> <li>Where's the Maths in that?</li> <li>6d Distance</li> </ul>	<ul style="list-style-type: none"> <li>Compare and order two capacities and distances by direct comparison</li> </ul>	<ul style="list-style-type: none"> <li><b>Teacher's Guide</b> 90–91, 98–99</li> <li><b>Talking and thinking picture</b> 6.8</li> <li><b>Resource sheet</b> 6.1</li> <li><b>Video</b> Length, height and distance</li> </ul>	<ul style="list-style-type: none"> <li><b>Number ELG:</b> 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 (see <i>additional notes about this ELG</i>)</li> <li><b>Numerical Patterns ELG:</b> Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity (see <i>additional notes about this ELG</i>)</li> </ul>	<ul style="list-style-type: none"> <li><b>Reception:</b> Compare length, weight and capacity</li> </ul>
<b>Reflect and review Spring 1</b>						
<b>Spring 2</b>						
19	Numerical Patterns	<b>Unit 7 Beyond 10 and doubling</b> <ul style="list-style-type: none"> <li>Starting point</li> </ul>	<ul style="list-style-type: none"> <li>Extend counting to 11 and 12</li> <li>Explore doubles to double 6</li> </ul>	<ul style="list-style-type: none"> <li><b>Teacher's Guide</b> 102–103</li> <li><b>Talking and thinking pictures</b> 7.1–7.4</li> <li><b>General resource sheets</b> 10 and 11</li> </ul>	<ul style="list-style-type: none"> <li><b>Numerical Patterns ELG:</b> Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed evenly</li> <li><b>Numerical Patterns ELG:</b> Verbally count beyond 20, recognising the pattern of the counting system (this unit focuses on numbers up to 12)</li> </ul>	<ul style="list-style-type: none"> <li><b>Reception:</b> Compare numbers</li> <li><b>Reception:</b> Link the number symbol (numeral) with its cardinal number value</li> <li><b>Reception:</b> Count beyond 10</li> </ul>
	Numerical Patterns	<b>Unit 7 11 and 12</b> <ul style="list-style-type: none"> <li>Where's the Maths in that?</li> <li>7a 11 and 12</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and order numerals to 12</li> <li>Explore 11 as 10 and one more, and 12 as 10 and two more</li> </ul>	<ul style="list-style-type: none"> <li><b>Teacher's Guide</b> 104–107</li> <li><b>Talking and thinking picture</b> 7.5</li> <li><b>General resource sheets</b> 6, 10 and 11</li> <li><b>Resource sheet</b> 7.1</li> <li><b>Video</b> One more, one less</li> <li><b>Home-school links</b> Newsletter 19: 11 and 12 Poster Unit 7</li> </ul>	<ul style="list-style-type: none"> <li><b>Numerical Patterns ELG:</b> Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed evenly</li> <li><b>Numerical Patterns ELG:</b> Verbally count beyond 20, recognising the pattern of the counting system (this unit focuses on numbers up to 12)</li> </ul>	<ul style="list-style-type: none"> <li><b>Reception:</b> Compare numbers</li> <li><b>Reception:</b> Link the number symbol (numeral) with its cardinal number value</li> <li><b>Reception:</b> Count beyond 10</li> <li><b>Reception:</b> Understand the 'one more than'/'one less than' relationship between consecutive numbers</li> </ul>

Rising Stars Mathematics						
Early Learning Framework						
Week	Strand	Title	Weekly summary	Resources	Early Learning Goal	Early Learning Outcome
20	Numerical Patterns	<b>Unit 7 Beyond 10 and doubling</b> <ul style="list-style-type: none"> <li>Where's the Maths in that?</li> <li>7b Doubling and halving</li> <li>Gameboard 7: Doubling stones</li> </ul>	<ul style="list-style-type: none"> <li>Explore doubling as two groups of the same number, halving as 'undoing' doubling</li> </ul>	<ul style="list-style-type: none"> <li><b>Teacher's Guide</b> 104–105, 108–111</li> <li><b>Talking and thinking pictures</b> 7.6 and 7.7</li> <li><b>General resource sheets</b> 1 and 2</li> <li><b>Video</b> Doubling and halving</li> <li><b>Home-school links</b> Newsletter 20: Doubling and halving Gameboard 7: Doubling stones</li> </ul>	<ul style="list-style-type: none"> <li><b>Numerical Patterns ELG:</b> Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed evenly</li> <li><b>Numerical Patterns ELG:</b> Verbally count beyond 20, recognising the pattern of the counting system (this unit focuses on numbers up to 12)</li> </ul>	<ul style="list-style-type: none"> <li><b>Reception:</b> Compare numbers</li> <li><b>Reception:</b> Count beyond 10</li> </ul>
	Shape, space and measures	<b>Unit 8 2-D shapes and patterns</b> <ul style="list-style-type: none"> <li>Starting point</li> </ul>	<ul style="list-style-type: none"> <li>Explore 2-D faces on 3-D shapes and in patterns.</li> <li>Explore common patterns</li> </ul>	<ul style="list-style-type: none"> <li><b>Teacher's Guide</b> 112–113</li> <li><b>Talking and thinking pictures</b> 8.1 and 8.2</li> </ul>	<p>See <i>additional notes about shape, space and measure</i></p>	<ul style="list-style-type: none"> <li><b>3–4 years:</b> Talk about and explore 2-D and 3-D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'</li> <li><b>3–4 years:</b> Understand position through words alone; for example, 'The bag is under the table', with no pointing</li> <li><b>3–4 years:</b> Discuss routes and locations, using words such as 'in front of' and 'behind'</li> <li><b>Reception:</b> Select, rotate and manipulate shapes in order to develop spatial reasoning skills</li> <li><b>Reception:</b> Select, rotate and manipulate shapes in order to develop spatial reasoning skills</li> <li><b>Reception:</b> Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can</li> </ul>
21	Shape, space and measures	<b>Unit 8 2-D shapes and patterns</b> <ul style="list-style-type: none"> <li>Starting point</li> </ul>	<ul style="list-style-type: none"> <li>Sort objects according to a particular criterion, including their size</li> </ul>	<ul style="list-style-type: none"> <li><b>Teacher's Guide</b> 112–113</li> <li><b>Talking and thinking pictures</b> 8.3 and 8.4</li> </ul>	<p>See <i>additional notes about shape, space and measure</i></p>	<ul style="list-style-type: none"> <li><b>3–4 years:</b> Talk about and explore 2-D and 3-D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'</li> <li><b>3–4 years:</b> Understand position through words alone; for example, 'The bag is under the table', with no pointing</li> <li><b>3–4 years:</b> Discuss routes and locations, using words such as 'in front of' and 'behind'</li> <li><b>Reception:</b> Select, rotate and manipulate shapes in order to develop spatial reasoning skills</li> <li><b>Reception:</b> Select, rotate and manipulate shapes in order to develop spatial reasoning skills</li> <li><b>Reception:</b> Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can</li> </ul>

# Introduction: Medium-term plans

Rising Stars Mathematics				Early Learning Framework		
Week	Strand	Title	Weekly summary	Resources	Early Learning Goal	Early Learning Outcome
21	Shape, space and measures	<b>Unit 8 2-D shapes and patterns</b> <ul style="list-style-type: none"> <li>Where's the Maths in that?</li> <li>8a Size and sorting</li> </ul>	<ul style="list-style-type: none"> <li>Sort objects according to a particular criterion, including their size</li> </ul>	<ul style="list-style-type: none"> <li><b>Teacher's Guide</b> 114–117</li> <li><b>Talking and thinking picture</b> 8.5</li> <li><b>Home-school links</b> Newsletter 21: Size and sorting Poster Unit 8</li> </ul>	See additional notes about shape, space and measure	<ul style="list-style-type: none"> <li><b>3–4 years:</b> Talk about and explore 2-D and 3-D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'</li> <li><b>3–4 years:</b> Understand position through words alone; for example, 'The bag is under the table', with no pointing</li> <li><b>3–4 years:</b> Discuss routes and locations, using words like 'in front of' and 'behind'</li> <li><b>Reception:</b> Select, rotate and manipulate shapes in order to develop spatial reasoning skills</li> <li><b>Reception:</b> Select, rotate and manipulate shapes in order to develop spatial reasoning skills</li> <li><b>Reception:</b> Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can</li> </ul>
22	Shape, space and measures	<b>Unit 8 2-D shapes and patterns</b> <ul style="list-style-type: none"> <li>Where's the Maths in that?</li> <li>8b 2-D shapes</li> <li>Gameboard 8: Shape robots</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and name 2-D shapes in a variety of sizes and orientations</li> </ul>	<ul style="list-style-type: none"> <li><b>Teacher's Guide</b> 114–115, 118–119, 122–123</li> <li><b>Talking and thinking pictures</b> 8.6 and 8.7</li> <li><b>Resource sheet</b> 8.1</li> <li><b>Video</b> 2-D and 3-D shapes</li> <li><b>Home-school links</b> Newsletter 22: 2D shapes Gameboard 8: Shape robots</li> </ul>	See additional notes about shape, space and measure	<ul style="list-style-type: none"> <li><b>3–4 years:</b> Talk about and explore 2-D and 3-D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'</li> <li><b>3–4 years:</b> Understand position through words alone; for example, 'The bag is under the table', with no pointing</li> <li><b>3–4 years:</b> Discuss routes and locations, using words such as 'in front of' and 'behind'</li> <li><b>Reception:</b> Select, rotate and manipulate shapes in order to develop spatial reasoning skills</li> <li><b>Reception:</b> Select, rotate and manipulate shapes in order to develop spatial reasoning skills</li> <li><b>Reception:</b> Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can</li> </ul>
23	Numerical Patterns	<b>Unit 8 2-D shapes and patterns</b> <ul style="list-style-type: none"> <li>Where's the Maths in that?</li> <li>8c Repeating patterns</li> </ul>	<ul style="list-style-type: none"> <li>Recognise common patterns</li> <li>Recognise, continue and create repeating patterns</li> </ul>	<ul style="list-style-type: none"> <li><b>Teacher's Guide</b> 114–115, 120–121</li> <li><b>Talking and thinking picture</b> 8.8</li> <li><b>Resource sheet</b> 8.2</li> <li><b>Video</b> Positional language</li> <li><b>Home-school links</b> Newsletter 23: Repeating patterns</li> </ul>	<ul style="list-style-type: none"> <li><b>Numerical Patterns ELG:</b> Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed evenly (see additional notes about this ELG)</li> </ul>	<ul style="list-style-type: none"> <li><b>Reception:</b> Continue, copy and create repeating patterns</li> </ul>
	Number Numerical Patterns	<b>Unit 9 Count in 2s and share</b> <ul style="list-style-type: none"> <li>Starting point</li> </ul>	<ul style="list-style-type: none"> <li>Group objects in twos and understand sharing fairly</li> </ul>	<ul style="list-style-type: none"> <li><b>Teacher's Guide</b> 124–125</li> <li><b>Talking and thinking picture</b> 9.1</li> </ul>	<ul style="list-style-type: none"> <li><b>Number ELG:</b> Automatically recall (without reference to rhymes, counting or other aids) number bonds to 5 (including subtraction facts) and some number bonds to 10, including double facts</li> <li><b>Numerical patterns ELG:</b> Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</li> </ul>	<ul style="list-style-type: none"> <li><b>Reception:</b> Count objects, actions and sounds (in this unit we are counting in 2s)</li> </ul>



Rising Stars Mathematics				
Early Learning Framework				
Week	Strand	Title	Weekly summary	Resources
24	Number Numerical Patterns	<b>Unit 9 Count in 2s and share</b> <ul style="list-style-type: none"> <li>Starting point</li> </ul>	<ul style="list-style-type: none"> <li>Share objects into groups of the same size</li> </ul>	<ul style="list-style-type: none"> <li><b>Teacher's Guide</b> 124–125</li> <li><b>Talking and thinking pictures</b> 9.2 and 9.3</li> </ul>
				<ul style="list-style-type: none"> <li><b>Early Learning Goal</b> <ul style="list-style-type: none"> <li><b>Number ELG:</b> Automatically recall (without reference to rhymes, counting or other aids) number bonds to 5 (including subtraction facts) and some number bonds to 10, including double facts</li> <li><b>Numerical patterns ELG:</b> Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</li> </ul> </li> <li><b>Early Learning Outcome</b> <ul style="list-style-type: none"> <li><b>Reception:</b> Count objects, actions and sounds (in this unit we are counting in 2s)</li> </ul> </li> </ul>
	Number Numerical Patterns	<b>Unit 9 Count in 2s and share</b> <ul style="list-style-type: none"> <li>Where's the Maths in that?</li> <li>9a Sharing</li> </ul>	<ul style="list-style-type: none"> <li>Share objects into groups of the same size</li> </ul>	<ul style="list-style-type: none"> <li><b>Teacher's Guide</b> 126–129</li> <li><b>Talking and thinking picture</b> 9.4</li> <li><b>Video</b> Sharing fairly</li> <li><b>Home-school links</b> Newsletter 24: Sharing Poster Unit 9</li> </ul>
				<ul style="list-style-type: none"> <li><b>Early Learning Goal</b> <ul style="list-style-type: none"> <li><b>Number ELG:</b> Automatically recall (without reference to rhymes, counting or other aids) number bonds to 5 (including subtraction facts) and some number bonds to 10, including double facts</li> <li><b>Numerical patterns ELG:</b> Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</li> </ul> </li> <li><b>Early Learning Outcome</b> <ul style="list-style-type: none"> <li><b>Reception:</b> Count objects, actions and sounds</li> <li><b>Reception:</b> Count beyond 10</li> <li><b>Reception:</b> Explore the composition of numbers to 10 (in this unit we are counting in 2s)</li> </ul> </li> </ul>
<b>Reflect and review Spring 2</b>				
<b>Summer 1</b>				
25	Number Numerical Patterns	<b>Unit 9 Count in 2s and share</b> <ul style="list-style-type: none"> <li>Where's the Maths in that?</li> <li>9b Counting in 2s</li> <li>Gameboard 9: To the ark!</li> </ul>	<ul style="list-style-type: none"> <li>Count in 2s, including counting two objects at a time by counting in 2s</li> </ul>	<ul style="list-style-type: none"> <li><b>Teacher's Guide</b> 126–127, 130–133</li> <li><b>Talking and thinking picture</b> 9.5</li> <li><b>Video</b> Number counting</li> <li><b>Home-school links</b> Newsletter 25: Counting in 2s Gameboard 9: To the ark!</li> </ul>
				<ul style="list-style-type: none"> <li><b>Early Learning Goal</b> <ul style="list-style-type: none"> <li><b>Number ELG:</b> Automatically recall (without reference to rhymes, counting or other aids) number bonds to 5 (including subtraction facts) and some number bonds to 10, including double facts</li> <li><b>Numerical patterns ELG:</b> Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</li> </ul> </li> <li><b>Early Learning Outcome</b> <ul style="list-style-type: none"> <li><b>Reception:</b> Count objects, actions and sounds</li> <li><b>Reception:</b> Count beyond 10 (in this unit we are counting in 2s)</li> </ul> </li> </ul>
	Numerical Patterns	<b>Unit 10 Time for 20!</b> <ul style="list-style-type: none"> <li>Starting point</li> </ul>	<ul style="list-style-type: none"> <li>Extend counting to 20</li> </ul>	<ul style="list-style-type: none"> <li><b>Teacher's Guide</b> 134–135</li> <li><b>Talking and thinking pictures</b> 10.1 and 10.2</li> </ul>
				<ul style="list-style-type: none"> <li><b>Early Learning Goal</b> <ul style="list-style-type: none"> <li><b>Numerical Patterns ELG:</b> Verbally count beyond 20, recognising the pattern of the counting system (in this unit we are focusing on numbers up to 20)</li> </ul> </li> <li><b>Early Learning Outcome</b> <ul style="list-style-type: none"> <li><b>Reception:</b> Count objects, actions and sounds</li> <li><b>Reception:</b> Count beyond 10</li> <li><b>Reception:</b> Link the number symbol (numeral) with its cardinal number value</li> </ul> </li> </ul>

# Introduction: Medium-term plans

Rising Stars Mathematics				Early Learning Framework		
Week	Strand	Title	Weekly summary	Resources	Early Learning Goal	Early Learning Outcome
26	Numerical Patterns	<b>Unit 10 Time for 20!</b> • Starting point	<ul style="list-style-type: none"> <li>Estimate and count to 20</li> <li>Begin to recognise and order numerals to 20</li> </ul>	<ul style="list-style-type: none"> <li><b>Teacher's Guide</b> 134–135</li> <li><b>Talking and thinking picture</b> 10.3</li> </ul>	<ul style="list-style-type: none"> <li><b>Numerical Patterns ELG:</b> Verbally count beyond 20, recognising the pattern of the counting system (in this unit we are focusing on numbers up to 20)</li> </ul>	<ul style="list-style-type: none"> <li><b>Reception:</b> Count objects, actions and sounds</li> <li><b>Reception:</b> Count beyond 10</li> <li><b>Reception:</b> Link the number symbol (numeral) with its cardinal number value</li> </ul>
	Numerical Patterns	<b>Unit 10 Time for 20!</b> • Where's the Maths in that? • 10a Counting to 20	<ul style="list-style-type: none"> <li>Estimate and count to 20</li> <li>Begin to recognise and order numerals up to 20</li> </ul>	<ul style="list-style-type: none"> <li><b>Teacher's Guide</b> 136–139</li> <li><b>Talking and thinking pictures</b> 10.4 and 10.5</li> <li><b>General resource sheets</b> 2, 6 and 10</li> <li><b>Resource sheet</b> 10.1</li> <li><b>Video</b> Number counting</li> <li><b>Home-school links</b> Newsletter 26: Counting to 20 Poster Unit 10</li> </ul>	<ul style="list-style-type: none"> <li><b>Numerical Patterns ELG:</b> Verbally count beyond 20, recognising the pattern of the counting system (in this unit we are focusing on numbers up to 20)</li> </ul>	<ul style="list-style-type: none"> <li><b>Reception:</b> Count objects, actions and sounds</li> <li><b>Reception:</b> Count beyond 10</li> <li><b>Reception:</b> Link the number symbol (numeral) with its cardinal number value</li> </ul>
27	Numerical Patterns	<b>Unit 10 Time for 20!</b> • Where's the Maths in that? • 10b Time • Gameboard 10: Mountain race	<ul style="list-style-type: none"> <li>Use the language of time</li> <li>Measure short periods of time by counting</li> </ul>	<ul style="list-style-type: none"> <li><b>Teacher's Guide</b> 136–137, 140–143</li> <li><b>Talking and thinking picture</b> 10.6</li> <li><b>Video</b> Time</li> <li><b>Home-school links</b> Newsletter 27: Time Gameboard 10: Mountain race</li> </ul>	<ul style="list-style-type: none"> <li><b>Numerical Patterns ELG:</b> Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as another quantity (see <i>additional notes about this ELG</i>)</li> </ul>	<ul style="list-style-type: none"> <li><b>Reception:</b> Count objects, actions and sounds</li> <li><b>Reception:</b> Count beyond 10</li> <li><b>Reception:</b> Link the number symbol (numeral) with its cardinal number value</li> <li><b>Reception:</b> Compare numbers</li> <li><b>Reception:</b> Understand the 'one more than'/'one less than' relationship between consecutive numbers</li> </ul>
	Numerical Patterns	<b>Unit 11 Money</b> • Starting point	<ul style="list-style-type: none"> <li>Begin to develop some understanding of what money is used for and recognise some coins and banknotes</li> </ul>	<ul style="list-style-type: none"> <li><b>Teacher's Guide</b> 144–145</li> <li><b>Talking and thinking picture</b> 11.1</li> </ul>	<ul style="list-style-type: none"> <li><b>Numerical Patterns ELG:</b> Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as another quantity (see <i>additional notes about this ELG</i>)</li> </ul>	<ul style="list-style-type: none"> <li><b>Reception:</b> Count objects, actions and sounds</li> <li><b>Reception:</b> Count beyond 10</li> <li><b>Reception:</b> Link the number symbol (numeral) with its cardinal number value</li> <li><b>Reception:</b> Compare numbers</li> <li><b>Reception:</b> Understand the 'one more than'/'one less than' relationship between consecutive numbers</li> </ul>
28	Numerical Patterns	<b>Unit 11 Money</b> • Starting point	<ul style="list-style-type: none"> <li>Sort coins according to a given criterion</li> <li>Begin to recognise coins and banknotes with a focus on 1p and 2p coins</li> </ul>	<ul style="list-style-type: none"> <li><b>Teacher's Guide</b> 144–145</li> <li><b>Talking and thinking pictures</b> 11.2 and 11.3</li> </ul>	<ul style="list-style-type: none"> <li><b>Numerical Patterns ELG:</b> Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as another quantity (see <i>additional notes about this ELG</i>)</li> </ul>	<ul style="list-style-type: none"> <li><b>Reception:</b> Count objects, actions and sounds</li> <li><b>Reception:</b> Count beyond 10</li> <li><b>Reception:</b> Link the number symbol (numeral) with its cardinal number value</li> <li><b>Reception:</b> Compare numbers</li> <li><b>Reception:</b> Understand the 'one more than'/'one less than' relationship between consecutive numbers</li> </ul>
	Numerical Patterns	<b>Unit 11 Money</b> • Where's the Maths in that? • 11a Recognising coins • Gameboard 11: Park adventure	<ul style="list-style-type: none"> <li>Sort coins according to a given criterion</li> <li>Begin to recognise coins and banknotes with a focus on 1p and 2p coins</li> </ul>	<ul style="list-style-type: none"> <li><b>Teacher's Guide</b> 146–149, 152–153</li> <li><b>Talking and thinking picture</b> 11.4</li> <li><b>Resource sheet</b> 11.1</li> <li><b>Video</b> Money</li> <li><b>Home-school links</b> Newsletter 28: Recognising coins Poster Unit 11 Gameboard 11: Park adventure</li> </ul>	<ul style="list-style-type: none"> <li><b>Numerical Patterns ELG:</b> Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as another quantity (see <i>additional notes about this ELG</i>)</li> </ul>	<ul style="list-style-type: none"> <li><b>Reception:</b> Count objects, actions and sounds</li> <li><b>Reception:</b> Count beyond 10</li> <li><b>Reception:</b> Link the number symbol (numeral) with its cardinal number value</li> <li><b>Reception:</b> Compare numbers</li> <li><b>Reception:</b> Understand the 'one more than'/'one less than' relationship between consecutive numbers</li> </ul>

Rising Stars Mathematics					Early Learning Framework	
Week	Strand	Title	Weekly summary	Resources	Early Learning Goal	Early Learning Outcome
29	Numerical Patterns	<b>Unit 11 Money</b> <ul style="list-style-type: none"> <li>Where's the Maths in that?</li> <li>11b Shopping</li> </ul>	<ul style="list-style-type: none"> <li>Shopping with 1p and 2p coins.</li> <li>Begin to recognise that a 2p coin has the same value as two 1p coins.</li> </ul>	<ul style="list-style-type: none"> <li><b>Teacher's Guide</b> 146–147, 150–151 and 11.6</li> <li><b>Talking and thinking pictures</b> 11.5 and 11.6</li> <li><b>Resource sheet</b> 11.1</li> <li><b>Video</b> Money</li> <li><b>Home-school links</b> Newsletter 29: Shopping with 1p and 2p coins</li> </ul>	<ul style="list-style-type: none"> <li><b>Numerical Patterns ELG:</b> Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as another quantity (see <i>additional notes about this ELG</i>)</li> </ul>	<ul style="list-style-type: none"> <li><b>Reception:</b> Count objects, actions and sounds</li> <li><b>Reception:</b> Count beyond 10</li> <li><b>Reception:</b> Link the number symbol (numeral) with its cardinal number value</li> <li><b>Reception:</b> Compare numbers</li> <li><b>Reception:</b> Understand the 'one more than'/'one less than' relationship between consecutive numbers</li> </ul>
	Numerical Patterns	<b>Unit 12 Non-standard measures</b> <ul style="list-style-type: none"> <li>Starting point</li> </ul>	<ul style="list-style-type: none"> <li>Measuring height, length, weight and capacity by comparison with a different object</li> </ul>	<ul style="list-style-type: none"> <li><b>Teacher's Guide</b> 154–155</li> <li><b>Talking and thinking pictures</b> 12.1 and 12.2</li> </ul>	<ul style="list-style-type: none"> <li><b>Numerical Patterns ELG:</b> Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as another quantity (see <i>additional notes about this ELG</i>)</li> </ul>	<ul style="list-style-type: none"> <li><b>Reception:</b> Count objects, actions and sounds</li> <li><b>Reception:</b> Count beyond 10</li> <li><b>Reception:</b> Link the number symbol (numeral) with its cardinal number value</li> <li><b>Reception:</b> Compare numbers</li> <li><b>Reception:</b> Understand the 'one more than'/'one less than' relationship between consecutive numbers</li> </ul>
30	Numerical Patterns	<b>Unit 12 Non-standard measures</b> <ul style="list-style-type: none"> <li>Starting point</li> </ul>	<ul style="list-style-type: none"> <li>Measuring height, length, weight and capacity by comparison with a different object</li> </ul>	<ul style="list-style-type: none"> <li><b>Teacher's Guide</b> 154–155</li> <li><b>Talking and thinking pictures</b> 12.3 and 12.4</li> </ul>	<ul style="list-style-type: none"> <li><b>Numerical Patterns ELG:</b> Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as another quantity (see <i>additional notes about this ELG</i>)</li> </ul>	<ul style="list-style-type: none"> <li><b>Reception:</b> Count objects, actions and sounds</li> <li><b>Reception:</b> Count beyond 10</li> <li><b>Reception:</b> Link the number symbol (numeral) with its cardinal number value</li> <li><b>Reception:</b> Compare numbers</li> <li><b>Reception:</b> Understand the 'one more than'/'one less than' relationship between consecutive numbers</li> </ul>
	Numerical Patterns	<b>Unit 12 Non-standard measures</b> <ul style="list-style-type: none"> <li>Where's the Maths in that?</li> <li>12a Measuring length using non-standard units</li> </ul>	<ul style="list-style-type: none"> <li>Measuring length with a variety of non-standard, but regular units</li> </ul>	<ul style="list-style-type: none"> <li><b>Teacher's Guide</b> 156–159</li> <li><b>Talking and thinking picture</b> 12.5</li> <li><b>Resource sheets</b> 12.1 and 12.2</li> <li><b>Video</b> Length, height and distance</li> <li><b>Home-school links</b> Newsletter 30: Measuring using non-standard units Poster Unit 12</li> </ul>	<ul style="list-style-type: none"> <li><b>Numerical Patterns ELG:</b> Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as another quantity (see <i>additional notes about this ELG</i>)</li> </ul>	<ul style="list-style-type: none"> <li><b>Reception:</b> Count objects, actions and sounds</li> <li><b>Reception:</b> Count beyond 10</li> <li><b>Reception:</b> Link the number symbol (numeral) with its cardinal number value</li> <li><b>Reception:</b> Compare numbers</li> <li><b>Reception:</b> Understand the 'one more than'/'one less than' relationship between consecutive numbers</li> </ul>
<b>Reflect and review Summer 1</b>						

# Introduction: Medium-term plans

Rising Stars Mathematics		Early Learning Framework				
Summer 2		Early Learning Framework				
Week	Strand	Title	Weekly summary	Resources	Early Learning Goal	Early Learning Outcome
31	Numerical Patterns	<b>Unit 12 Non-standard measures</b> <ul style="list-style-type: none"> <li>Where's the Maths in that?</li> <li>12b Measuring weight and capacity using non-standard units</li> <li>Gameboard 12: Fetch the water!</li> </ul>	Measure weight and capacity with a variety of non-standard, but regular units	<ul style="list-style-type: none"> <li><b>Teacher's Guide</b> 156–157, 160–163</li> <li><b>Talking and thinking picture</b> 12.6</li> <li><b>Video</b> Weight and capacity</li> <li><b>Home-school links</b> Newsletter 31: Measuring weight and capacity using non-standard units Gameboard 12: Fetch the water!</li> </ul>	<ul style="list-style-type: none"> <li><b>Numerical Patterns ELG:</b> Compare quantities up to 10 in different contexts; recognising when one quantity is greater than, less than or the same as another quantity (see <i>additional notes about this ELG</i>)</li> </ul>	<ul style="list-style-type: none"> <li><b>Reception:</b> Count objects, actions and sounds</li> <li><b>Reception:</b> Count beyond 10</li> <li><b>Reception:</b> Link the number symbol (numeral) with its cardinal number value</li> <li><b>Reception:</b> Compare numbers</li> <li><b>Reception:</b> Understand the 'one more than' or 'one less than' relationship between consecutive numbers</li> </ul>
	Numerical Patterns	<b>Unit 13 Work within 20</b> <ul style="list-style-type: none"> <li>Starting point</li> </ul>	Estimate, count and compare quantities using numbers up to 20	<ul style="list-style-type: none"> <li><b>Teacher's Guide</b> 164–165</li> <li><b>Talking and thinking picture</b> 13.1</li> <li><b>General resource sheets</b> 10 and 11</li> </ul>	<ul style="list-style-type: none"> <li><b>Numerical Patterns ELG:</b> Verbally count beyond 20, recognising the pattern of the counting system (in this unit we concentrate on numbers up to 20). (See <i>additional notes about this ELG</i>)</li> </ul>	<ul style="list-style-type: none"> <li><b>Reception:</b> Count objects, actions and sounds</li> <li><b>Reception:</b> Count beyond 10</li> <li><b>Reception:</b> Compare numbers</li> </ul>
32	Numerical Patterns	<b>Unit 13 Work within 20</b> <ul style="list-style-type: none"> <li>Starting point</li> </ul>	Find one more and one fewer within 20 Order numerals to 20	<ul style="list-style-type: none"> <li><b>Teacher's Guide</b> 164–165</li> <li><b>Talking and thinking pictures</b> 13.2 and 13.3</li> <li><b>General resource sheets</b> 10 and 11</li> <li><b>Resource sheet</b> 13.1</li> </ul>	<ul style="list-style-type: none"> <li><b>Numerical Patterns ELG:</b> Verbally count beyond 20, recognising the pattern of the counting system (in this unit we concentrate on numbers up to 20). (See <i>additional notes about this ELG</i>)</li> </ul>	<ul style="list-style-type: none"> <li><b>Reception:</b> Count objects, actions and sounds</li> <li><b>Reception:</b> Count beyond 10</li> <li><b>Reception:</b> Compare numbers</li> <li><b>Reception:</b> Understand the 'one more than' or 'one less than' relationship between consecutive numbers</li> </ul>
	Numerical Patterns	<b>Unit 13 Work within 20</b> <ul style="list-style-type: none"> <li>Where's the Maths in that?</li> <li>13a One more and one less up to 20</li> </ul>	Find one more and one fewer within 20 Order numerals to 20	<ul style="list-style-type: none"> <li><b>Teacher's Guide</b> 166–169</li> <li><b>Talking and thinking picture</b> 13.4</li> <li><b>General resource sheets</b> 7 and 10</li> <li><b>Resource sheet</b> 13.2</li> <li><b>Video</b> One more, one less</li> <li><b>Home-school links</b> Newsletter 32: One more and one less up to 20 Poster Unit 13</li> </ul>	<ul style="list-style-type: none"> <li><b>Numerical Patterns ELG:</b> Verbally count beyond 20, recognising the pattern of the counting system (in this unit we concentrate on numbers up to 20). (See <i>additional notes about this ELG</i>)</li> </ul>	<ul style="list-style-type: none"> <li><b>Reception:</b> Count objects, actions and sounds</li> <li><b>Reception:</b> Count beyond 10.</li> <li><b>Reception:</b> Compare numbers</li> <li><b>Reception:</b> Understand the 'one more than' or 'one less than' relationship between consecutive numbers</li> <li><b>Reception:</b> Link the number symbol (numeral) with the cardinal number value</li> </ul>
33	Number Numerical Patterns	<b>Unit 13 Work within 20</b> <ul style="list-style-type: none"> <li>Where's the Maths in that?</li> <li>13b Adding and subtracting two single-digit numbers</li> <li>Gameboard 13: Three in a row</li> </ul>	Count out a quantity of objects from a larger group Add and subtract two single-digit numbers using counting on and back	<ul style="list-style-type: none"> <li><b>Teacher's Guide</b> 166–167, 170–173</li> <li><b>Talking and thinking pictures</b> 13.5 and 13.6</li> <li><b>General resource sheet</b> 5</li> <li><b>Resource sheets</b> 13.3. and 13.4</li> <li><b>Video</b> Adding and subtracting</li> <li><b>Home-school links</b> Newsletter 33: Adding and subtracting two single-digit numbers Gameboard 13: Three in a row</li> </ul>	<ul style="list-style-type: none"> <li><b>Number ELG:</b> 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</li> <li><b>Numerical Patterns ELG:</b> Verbally count beyond 20, recognising the pattern of the counting system</li> </ul>	<ul style="list-style-type: none"> <li><b>Reception:</b> Count objects, actions and sounds</li> <li><b>Reception:</b> Count beyond 10</li> <li><b>Reception:</b> Compare numbers</li> <li><b>Reception:</b> Understand the 'one more than' or 'one less than' relationship between consecutive numbers</li> </ul>

Rising Stars Mathematics						
Early Learning Framework						
Week	Strand	Title	Weekly summary	Resources	Early Learning Goal	Early Learning Outcome
33	Number Numerical Patterns	<b>Unit 14 Problem Solving</b> <ul style="list-style-type: none"> <li>Starting point</li> </ul>	<ul style="list-style-type: none"> <li>Interpret the results of a survey</li> <li>Estimate (and count to check) and order numerals up to 20</li> </ul>	<ul style="list-style-type: none"> <li><b>Teacher's Guide</b> 174–175</li> <li><b>Talking and thinking picture</b> 14.1</li> </ul>	<ul style="list-style-type: none"> <li><b>Number ELG:</b> Have a deep understanding of numbers up to 10, including the composition of each number</li> <li><b>Number ELG:</b> 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 (<i>see additional notes about this ELG</i>)</li> <li><b>Numerical Patterns ELG:</b> Compare quantities up to 10 in different contexts recognising when one quantity is greater than, less than or the same as the other quantity (<i>see additional notes about this ELG</i>)</li> </ul>	<ul style="list-style-type: none"> <li><b>Reception:</b> Compare numbers</li> <li><b>Reception:</b> Explore the composition of numbers up to 10</li> <li><b>Reception:</b> Automatically recall number bonds for numbers 0–5 and some to 10</li> </ul>
34	Number Numerical Patterns	<b>Unit 14 Problem solving</b> <ul style="list-style-type: none"> <li>Starting point</li> </ul>	<ul style="list-style-type: none"> <li>Estimate and order numbers up to 20</li> </ul>	<ul style="list-style-type: none"> <li><b>Teacher's Guide</b> 174–175</li> <li><b>Talking and thinking pictures</b> 14.2 and 14.3</li> </ul>	<ul style="list-style-type: none"> <li><b>Number ELG:</b> Have a deep understanding of numbers up to 10, including the composition of each number</li> <li><b>Number ELG:</b> 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 (<i>see additional notes about this ELG</i>)</li> <li><b>Numerical Patterns ELG:</b> Compare quantities up to 10 in different contexts recognising when one quantity is greater than, less than or the same as the other quantity (<i>see additional notes about this ELG</i>)</li> </ul>	<ul style="list-style-type: none"> <li><b>Reception:</b> Compare numbers</li> <li><b>Reception:</b> Explore the composition of numbers up to 10</li> <li><b>Reception:</b> Automatically recall number bonds for numbers 0–5 and some to 10</li> </ul>
	Numbers	<b>Unit 14 Problem Solving</b> <ul style="list-style-type: none"> <li>Where's the Maths in that?</li> <li>14a Applying mathematics: Obstacle courses</li> </ul>	<ul style="list-style-type: none"> <li>Explore simple block diagrams</li> <li>Apply knowledge of relationships between numbers and time in real-life contexts</li> <li>Extend use of ordinal numbers</li> </ul>	<ul style="list-style-type: none"> <li><b>Teacher's Guide</b> 176–179</li> <li><b>Talking and thinking picture</b> 14.4</li> <li><b>Home-school links</b> Newsletter 34: Using numbers to solve problems Poster Unit 14</li> </ul>	<ul style="list-style-type: none"> <li><b>Number ELG:</b> Have a deep understanding of numbers up to 10, including the composition of each number</li> <li><b>Number ELG:</b> 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 (<i>see additional notes about this ELG</i>)</li> <li><b>Numerical Patterns ELG:</b> Compare quantities up to 10 in different contexts recognising when one quantity is greater than, less than or the same as the other quantity (<i>see additional notes about this ELG</i>)</li> </ul>	<ul style="list-style-type: none"> <li><b>Reception:</b> Compare numbers</li> <li><b>Reception:</b> Explore the composition of numbers up to 10</li> <li><b>Reception:</b> Automatically recall number bonds for numbers 0–5 and some to 10</li> <li><b>Reception:</b> Link the number symbol (numeral) with the cardinal number value</li> </ul>
35	Number Numerical Patterns	<b>Unit 14 Problem solving</b> <ul style="list-style-type: none"> <li>Where's the Maths in that?</li> <li>14b Applying mathematics: Planning a picnic</li> </ul>	<ul style="list-style-type: none"> <li>Apply knowledge of relationships between numbers and time in real-life contexts</li> <li>Extend use of ordinal numbers</li> </ul>	<ul style="list-style-type: none"> <li><b>Teacher's Guide</b> 176–177, 180–181</li> <li><b>Talking and thinking picture</b> 14.5</li> <li><b>Home-school links</b> Newsletter 35: Recording mathematical thinking</li> </ul>	<ul style="list-style-type: none"> <li><b>Number ELG:</b> Have a deep understanding of numbers up to 10, including the composition of each number</li> <li><b>Number ELG:</b> 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 (<i>see additional notes about this ELG</i>)</li> <li><b>Numerical Patterns ELG:</b> Compare quantities up to 10 in different contexts recognising when one quantity is greater than, less than or the same as the other quantity (<i>see additional notes about this ELG</i>)</li> </ul>	<ul style="list-style-type: none"> <li><b>Reception:</b> Compare numbers</li> <li><b>Reception:</b> Explore the composition of numbers up to 10</li> <li><b>Reception:</b> Automatically recall number bonds for numbers 0–5 and some to 10</li> <li><b>Reception:</b> Link the number symbol (numeral) with the cardinal number value</li> </ul>

# Introduction: Medium-term plans

Rising Stars Mathematics				
Week	Strand	Title	Weekly summary	Resources
36	Number Numerical Patterns	<b>Unit 14 Problem solving</b> <ul style="list-style-type: none"> <li>Where's the Maths in that?</li> <li>14c Going on a picnic</li> <li>Gameboard 14: Packing my lunch</li> </ul>	<ul style="list-style-type: none"> <li>Apply knowledge of relationships between numbers and shape and size in real-life contexts</li> <li>Extend use of ordinal numbers</li> </ul>	<ul style="list-style-type: none"> <li><b>Teacher's Guide</b> 176–177, 182–185</li> <li><b>Talking and thinking picture</b> 14.6</li> <li><b>Resource sheets</b> 14.1 and 14.2</li> <li><b>Home-school links</b></li> <li>Newsletter 36: Shape activities and games</li> <li>Gameboard 14: Packing my lunch</li> </ul>
<b>Early Learning Framework</b>				
		<b>Early Learning Goal</b> <ul style="list-style-type: none"> <li><b>Number ELG:</b> Have a deep understanding of numbers up to 10, including the composition of each number</li> <li><b>Number ELG:</b> 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 (see <i>additional notes about this ELG</i>)</li> <li><b>Numerical Patterns ELG:</b> Compare quantities up to 10 in different contexts recognising when one quantity is greater than, less than or the same as the other quantity (see <i>additional notes about this ELG</i>)</li> </ul>	<b>Early Learning Outcome</b> <ul style="list-style-type: none"> <li><b>Reception:</b> Compare numbers</li> <li><b>Reception:</b> Explore the composition of numbers up to 10</li> <li><b>Reception:</b> Automatically recall number bonds for numbers 0–5 and some to 10</li> <li><b>Reception:</b> Link the number symbol (numeral) with the cardinal number value</li> </ul>	
<b>Reflect and review Summer 2</b>				

## How Rising Stars Mathematics Early Years can be used to support the statutory framework for the Early Years Foundation Stage (2021)

### 1. Number ELG: Have a deep understanding of number to 10, including the composition of each number.

This ELG is covered or consolidated in nearly every unit of this publication. The activities mentioned in the notes for sections 3 and 6 will especially support children to develop their understanding of the composition of each number. This ELG is the main focus of units 1, 4, 5 and 14.

### 2. Number ELG: Subitise (recognise quantities without counting) up to 5.

This ELG is a focus of units 1 and 4a. It is a skill that will be applied and consolidated throughout the year as children enjoy other maths activities. In particular, all of the games where dice are used give children the chance to see others recognising numbers without counting and to start using this skill for themselves.

### 3. Number ELG: 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.

Being able to remember number facts such as number bonds and doubling is a vital skill to help us perform mental maths in our daily lives and is something that most adults do automatically. However, we need to make sure that children understand what these number facts mean rather than learning them by rote. It is not enough for a child to be able to automatically say 4 when asked what the double of 2 is if they do not truly understand the maths behind it. That is because it is only with understanding that they can apply this information in a range of ways as they get older. For example, if they have a good foundation of understanding to build upon, they will be able to use their understanding that  $2 + 2 = 4$  in a range of ways to increasingly complex problems such as  $4 - 2 = 2$ ,  $20 + 20 = 40$ ,  $32 + 2 = 34$  and so on.

Therefore, the most effective way to establish this deep understanding is to give children plenty of support with concrete aids such as counters and other manipulatives. Even when children begin to know simple number facts encourage them to continue using whatever aids they find to help them (this will continue well beyond the Early Years Foundation Stage). It is also important to model applying number facts, for example: 'Ah thank you. You've found two more glue sticks Wesley. I don't even need to count because I know that two and three makes five and there are five of us so now, we can have one each.'

One way that this deep understanding can be developed is by revisiting activities frequently throughout the year. Sometimes as teachers we feel that every week should be a different activity, but remember, children love repetition. Moreover, once they understand an activity and how to play it, they can really focus on the maths involved. As you work your way through this resource you will find that certain activities are particularly enjoyed by your own class, and these are usually the best ones to capitalise on. We have found 'Blanket hide and seek' in unit 1b to be one that is very much enjoyed by children; it is also an activity that is particularly useful for learning number facts.

As children's confidence and understanding grow, you can increase the numbers used and you can change the context. For example, you could do the same activity with small toys under squares of fabric and later (once children don't need to be able to see the bumps under the fabric) in a box.

Similarly, the activities in unit 5b and 5c will help children achieve this ELG. Again, you can adapt the activities to use for other numbers. For example, the 'Taking away bird seed' exploration could be carried out with different quantities of seeds. When returning to this activity you could also mix it up by changing the context (squirrels and acorns, frogs and flies for example). The car park game in this unit is also a valuable way to practice number bonds to 10.

Songs, rhymes and simple chants are a useful additional support for children as they move to being able to automatically recall number facts. While we encourage the use of counting songs throughout this resource, these songs must never replace the deep understanding which develops when children are given plenty of rich mathematical experiences as described in this resource.

This ELG is one of the foci of units 5, 6, 9, 13 and 14.

### 4. Numerical Patterns ELG: Verbally count beyond 20, recognising the pattern of the counting system.

In this resource we focus on numbers up to 20. It is vitally important that children have a good grounding initially in numbers up to 5, then 10 and 20 respectively before moving on to higher numbers. This will enable them to extrapolate their learning from smaller numbers into the more challenging context. Moving on to higher numbers too quickly can be counterproductive. However, once you see that children are confident you will find that you (and they) are automatically starting to use larger numbers. Using the activities that children are already familiar with but with larger numbers will enable children to concentrate on the new learning without having to learn how new activities work. For example, the same activities that enable children to learn to count in 2s can be used to teach them how to count in 10s.

The activities in units 7, 10 and 13 will be particularly useful for teaching this ELG.

### 5. Numerical Patterns ELG: Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as another quantity.

There are many opportunities throughout this resource to teach this skill. However, there are also several, perhaps less obvious ways to apply and reinforce this learning through a variety of topics, for example, when talking about time in unit 10b and money in unit 11. As well as being an opportunity for consolidation these experiences also give a valuable opportunity for assessment. If children can apply their learning in a completely new context, you know that they have reached a certain level of competency with this skill.

Units 2, 5, 6, 10, 11, 12 and 14 will be particularly pertinent to this ELG.

## Introduction: Medium-term plans

### 6. Numerical Patterns ELG: Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed evenly

The activities mentioned in section 5 will also be valuable in supporting children to develop this ELG as they foster a deep understanding of numbers and how they can be split into smaller numbers. Supporting children to develop an understanding of odd and even numbers as well as how numbers can be evenly distributed can be achieved by looking at the activities related to counting in 2s in unit 9. When counting in 2s, tell children that all the numbers that they say are the even numbers. Asking children to whisper the odd numbers and shout the even numbers (and vice versa), or getting pairs of children to take turns saying numbers so that one says the odd numbers and one says the even numbers, can support children with both counting in 2s and with starting to understand the difference between odd and even numbers.

Doubling is focused on in unit 7. Other aspects of this ELG are addressed in units 7, 8, 9 and 14.

### 7. Shape, space and measure

This was an important strand of the previous EYFS curriculum. However, there are no Early Learning Goals related to this strand in the latest edition. Nevertheless, it remains an important learning experience to share with children. Being able to talk about and describe the features of different shapes will support children to recognise and recreate numerals and graphemes.

Furthermore, there is evidence that future mathematical achievement is can be predicted by children's spatial skills:

<https://doi.apa.org/doiLanding?doi=10.1037%2F0000182>

<https://bpspsychub.onlinelibrary.wiley.com/doi/10.1111/bjep.12142>

<https://www.tandfonline.com/doi/abs/10.1080/15248372.2012.725186>

We therefore recommend that teachers continue to share these activities with children, although with the need for children to learn the names of shapes no longer required, more time can be devoted to supporting children to talk about, describe and manipulate shapes. For example, the Shape Monster activity in Unit 3a can be adapted to focus on properties rather than the names of shapes.