

Quwwat-Ul-Islam Girls' School



QUIGS Nursery Mathematics Curriculum Overview

White Rose Maths



School Motto
Together we can achieve more
School Values
Respect . Aspiration . Responsibility
Learning Drivers
Caring for Ourselves, Our World, Our Education, Our Rights

School Vision Statement

To establish a school of excellence both **Islamically** and **Academically** - Provide a **holistic** education which is inspired by: **Taqwa**: God consciousness **morals and values** inspired by the prophet (saw) coupled with **academic excellence**.

At Quwwat-ul-Islam girls' school we adhere to the following:

- **Mutual respect and tolerance** - We respect and care for everybody.
- **Democracy**– We promote the right of every individual to have their opinions and voices heard.
- **The rule of the law** – We understand that laws and rules protect us and at the same time provide us with responsibilities, by breaking them there are consequences.

Comparison 1	Shape, space and measure 1	Pattern 1	Counting 1	Counting 2	Subitising 1
More than, fewer than, same	Explore and build with shapes and objects	Explore repeats	Hear and say number names	Begin to order number names	I see 1, 2, 3
Pattern 2	Shape, space and measure 2	Subitising 2	Counting 3	Shape, space and measure 3	Pattern 3
Join in with repeats	Explore position and space	Show me 1, 2, 3	Move and label 1, 2, 3	Explore position and routes	Explore patterns
Counting 4	Shape, space and measure 4	Subitising 3	Comparison 2	Pattern 4	Shape, space and measure 5
Take and give 1, 2, 3	Match, talk, push and pull	Talk about dots	Compare and sort collections	Lead on own repeats	Start to puzzle
Pattern 5	Subitising 4	Counting 5	Pattern 6	Counting 6	Comparison 3
Making patterns together	Make games and actions	Show me 5	My own pattern	Stop at 1, 2, 3, 4, 5	Match, sort, compare

Quwwatul Islam Nursery Mathematics Curriculum

Term Autumn 1.1

Block	Block 1 Comparison 1 More than, fewer than, same	Block 2 Shape, space and measure 1 Explore and build with shapes and objects	Block 3 Pattern 1 Explore repeats
Development Matters Links	Development Matters 3 and 4-year-olds Compare quantities using language: 'more than', 'fewer than'. Birth to 5 Matters – Range 3 • Responds to words like lots or more • Explores capacity by selecting, filling and emptying containers, e.g. fitting toys in a pram Birth to 5 Matters – Range 4 • Beginning to compare and recognise changes in numbers of things, using words like more, lots or 'same'	Development Matters – 3 and 4-year-olds Talk about and explore 2D and 3D shapes. Examples of how to support this: Encourage children to play freely with blocks, shapes, shape puzzles and shape-sorters. Birth to 5 Matters - Range 3 • Pushes objects through different shaped holes, and attempts to fit shapes into spaces on inset boards or puzzles • Beginning to select a shape for a specific space • Enjoys using blocks to create their own simple structures and arrangements Birth to 5 Matters – Range 4 • Chooses puzzle pieces and tries to fit them in • Makes simple constructions	Development Matters – Birth to three Notice patterns and arrange things in patterns. Birth to 5 Matters – Range 3 • Joins in with and predicts what comes next in a story or rhyme • Beginning to arrange items in their own patterns, e.g. lining up toys • Enjoys using blocks to create their own simple structures and arrangements
Teaching Focus	Collect objects to compare amounts Make simple comparisons of amounts Look for collections of large and small amounts	Explore and play with shapes Put shapes and blocks into position	Listen to repeats in songs and stories Start to join in songs with repeats

	Compare and talk about large and small amounts Make large and small collections Look for collections of large	Look for collections of large and small amounts Begin to explore and describe natural shapes and objects Show interest in simple differences between shapes Select shapes for a reason Find and collect objects for a purpose	Start to join in with repeats from stories Clap along to songs Make line patterns with own sequences Look for collections of large and small amounts
Books	Harry and the Bucketful of Dinosaurs by Ian Whybrow • Rosie's Zoo by Ailie Busby • More, Fewer, Less by Tana Hoban • Full, Full, Full of Love by Trish Cooke • Little Red Riding Hood	Big and Small by Elizabeth Bennett • Whatever Next! by Jill Murphy • Crash! Boom! A Math Tale by Robie H. Harris	The Little Red Hen • Dig Dig Digging by Margaret Mayo
Rhymes	• I'm a Little Teapot • Old MacDonald Had a Farm	• Build It Up	• Twinkle, Twinkle, Little Star • Polly Put the Kettle On • The Grand Old Duke of York
Key Questions	• What have you collected? • Which has more? • Which has fewer? • Which is the largest collection? • Which is the smallest collection? • What has changed? • Do they look the same?	• What have you collected? • What are you using? • Do you think this will fit? • Can you find something bigger?	• What will come next in the story/song? • What have you used to make your pattern? • What blocks will you use to build a _____? • What have you built with your blocks?
Sentence Stems	• I made a collection of _____. • There are a lot of _____. • There are only a few _____. • They look the same because...	• I have chosen this shape/object because ... • I need this _____ for my ... • I am using ... • This _____ is big/small	• Next, I will say... • I have used a _____ in my pattern. • I need this block because... • I have built a _____.

Resources	• baskets • boxes • hoops	• wooden blocks • jigsaws • inset puzzles • shape sorter	• rhyme sack with finger puppets • story sack with props • wooden blocks
Term Autumn 1.2			
Block	Block 4 Counting 1 Hear and say number names	Block 5 Counting 2 Begin to order number names	Block 6 Subitising 1 I see 1, 2, 3
Development Matters Links	Development Matters – 3 and 4-year-olds Recite numbers past 5. Examples of how to support this: Regularly say the counting sequence, in a variety of playful contexts, inside and outdoors, forwards and backwards, sometimes going to high numbers. For example: hide and seek, rocket-launch Countdowns. Birth to 5 Matters – Range 3 • Says some counting words • May engage in counting-like behaviour, making sounds and pointing or saying some numbers in sequence Birth to 5 Matters – Range 4 • Begins to say numbers in order, some of which are in the right order (ordinality)	Development Matters – 3 and 4-year-olds Recite numbers past 5. Examples of how to support this: Regularly say the counting sequence, in a variety of playful contexts, inside and outdoors, forwards and backwards, sometimes going to high numbers. For example: hide and seek, rocket-launch Countdowns. Birth to 5 Matters – Range 4 • Begins to say numbers in order, some of which are in the right order (ordinality) • Beginning to count on their fingers.	Development Matters – 3 and 4-year-olds Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Birth to 5 Matters – Range 5 Subitises one, two and three objects (without counting)
Teaching Focus	Hear some number names Join in saying some number names Model saying number names in order	Model saying 1, 2 and 3 in play Copy the sequence of 1, 2 and 3 Copy fingers to represent 1, 2 and 3	Notice images in books Respond to "I see 1, 2, 3" Recognise "I see 1, 2, 3"

	Practise saying number names in order Join in stable order counting forwards Practise saying number names in order Join in stable order counting backwards	Begin to count actions Say number names in order Begin to recognise that anything can be counted	Copy "I see 1, 2, 3" Look for collections of large and small amounts Look for collections of large and small amounts
Books to help support Learning	• Five Little Ducks by Belinda Gallagher • Round and Round the Garden by Sarah Williams • Nursery Rhymes and Finger Play collections	• The Three Billy Goats Gruff	Guess Who? by Pam Ayres • Macdog's Home by Caroline and John Astrop • Peepo! by Janet and Allan Ahlberg • Each Peach Pear Plum by Janet and Allan Ahlberg • The Three Billy Goats Gruff • The Three Little Pigs • Goldilocks and the Three Bears
Rhymes to help support Learning	• One Potato, Two Potato • One, Two, Buckle My Shoe • Here Is the Beehive • 1, 2, 3, 4, 5, Once I Caught a Fish Alive	• Baa Baa Black Sheep • When Goldilocks Went to the House of the Bears • Wind the Bobbin Up	
Key Questions	• What numbers can you hear? • What other numbers do you know? • What is your favourite rhyme? • Can you repeat after me?	• How many ____ are there? • How many do you have? • How many ____ did you hear? • What else can you count?	• What do you notice? • What can you see? • Where is/are the ____? • Where can you see 1/2/3? • Where else can you see...? • Where can you find 1/2/3? • What else in this picture shows 1/2/3?
Sentence Stems	• Count with me: 1, 2, 3, 4, 5 • Say with me: 6, 7, 8, 9, 10 • Count with me: 5, 4, 3, 2, 1	• Count with me: 1, 2, 3 • I have 1/2/3 ____. • I can count/hear ____	• I see... • There are 1/2/3 ____.

			• Point to the page with 1/2/3 ____. • Show me 1/2/3 ____.
Resources	• counting rhyme sack with props • musical instruments • CD player or tablet with headphones	• musical instruments • rhyme area with matching props • crates and large wooden planks	• groups of 1, 2 and 3 resources in provision • groups of 1, 2 and 3 small-world characters • 'cosy maths' time resources

Term Spring 2.1

Block	Block 7 Pattern 2 Join in with repeats	Block 8 Shape, space and measure 2 Explore position and space	Block 9 Subitising 2 Show me 1, 2, 3
Development Matters Links	Development Matters – Birth to three Notice patterns and arrange things in patterns. Birth to 5 Matters – Range 3 • Becoming familiar with patterns in daily routines • Joins in with and predicts what comes next in a story or rhyme • Beginning to understand that things might happen now or at another time, in routines Birth to 5 Matters – Range 4 • Joins in and anticipates repeated sound and action patterns • Is interested in what happens next using the pattern of everyday routines	Development Matters – Birth to three • Compare sizes, weights etc. using gesture and language – 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. Development Matters – 3 and 4-year-olds • Understand position through words alone – for example, "The bag is under the table," – with no pointing. Birth to 5 Matters – Range 3 • Beginning to select a shape for a specific space • Enjoys using blocks to create their own simple structures and arrangements Birth to 5 Matters – Range 4 • Responds to some spatial and positional language • Recognises that two objects have the same shape	Development Matters – 3 and 4-year-olds • Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Show 'finger numbers' up to 5. Birth to 5 Matters – Range 5 – Subitises one, two and three objects (without counting)

Teaching Focus	Join in with repeated actions in songs Join in with repeats in songs and stories Sing some refrains independently Have a sense of daily routines Say what happens next Make arrangements in art	Respond to simple language of position Arrange blocks in a chosen position Select shapes for a space Recognise when 2 objects are the same shape Explore and describe shapes and objects Sort shapes and objects into simple categories	Copy fingers to show 1 Copy fingers to show 2 Copy fingers to show 3 Show 1 finger when seeing 1 item in stories Show 2 or 3 fingers when seeing 2 or 3 in stories Show 1, 2, 3 on fingers when asked
Books to help support Learning	• Peck Peck Peck by Lucy Cousins • Splish, Splash, Ducky! by Lucy Cousins • Brown Bear, Brown Bear, What Do You See? by Bill Martin Jr.	• Duck in the Truck by Jez Alborough • Cat Up, Cat Down by Catherine Hnatov	• Fox's Socks by Julia Donaldson • Three Little Bunnies by Beatrix Potter • Peepo! by Janet and Allan Ahlberg
Rhymes to help support Learning	• I Can Clap My Hands • If You're Happy and You Know It • Muffin Man	• Hokey Cokey	• Tommy Thumb • Two Little Dicky Birds • Three Blind Mice
Key Questions	• What will come next in the story/song? • What action will you do next? • What comes next in the routine? • What have you used to make your pattern?	• Where will you put your ___? • What will fit inside the ___? • What do you notice about this object/shape?	• What can you see? • Where can you subitise 1/2/3? • How many ___ can you see? • How can you show me 1, 2 or 3? • How can you show me 1/2/3 in a different way? • Where can you see 1/2/3 on this page? • Where can you see 1/2/3 in this story?

Sentence Stems	• Next, I will say ... • ___ will come next. • After ___ we need to ... • Next, I will ... • I have made a ___ pattern.	• I will put the block ... • The ___ will/will not fit inside the ___. • The ___ and ___ are the same. • My object is ...	• I can see ___ • I can subitise ___ • I can show ___ • There are 1/2/3 _____ .
Resources	• musical instruments • patterned fabrics • loose parts	• real life 3-D objects • cardboard boxes of different sizes • squares of carpet and fabric	• rhyme-based puppets • fine motor resources • drums

Term Spring 2.2

Block	Block 10 Counting 3 Move and label 1, 2, 3	Block 11 Shape, space and measure 3 Explore position and routes	Block 12 Pattern 3 Explore own first patterns
Development Matters Links	Development Matters – 3 and 4-year-olds • Say one number for each item in order: 1, 2, 3, 4, 5. • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Birth to 5 Matters – Range 4 • Begins to say numbers in order, some of which are in the right order (ordinality) • In everyday situations, takes or gives two or three objects from a group • Beginning to notice numerals (number symbols) • Beginning to count on their fingers.	Development Matters – Birth to three • Climb and squeeze themselves into different types of spaces. • Complete inset puzzles. Development Matters – 3 and 4-year-olds Discuss routes and locations, using words like 'in front of' and 'behind'. Birth to 5 Matters – Range 3 Investigates fitting themselves inside and moving through spaces Birth to 5 Matters – Range 4 • Moves their bodies and toys around objects and explores fitting into spaces • Responds to some spatial and positional language • Chooses puzzle pieces and tries to fit them in	Development Matters – 3 and 4-year-olds Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. Birth to 5 Matters – Range 3 • Enjoys using blocks to create their own simple structures and arrangements • Beginning to arrange items in their own patterns, e.g. lining up toys Birth to 5 Matters – Range 4 • Makes simple constructions

Teaching Focus	Make actions when saying counting words Move fingers when saying counting words Count out up to 3 objects from rhymes Notice number symbols as labels Label amounts as 1 and not 1	Explore shape resources Explore more complex inset jigsaws Talk about simple positions Move into simple positions Move through positions Follow simple small- world routes	Explain simple pattern arrangements Make roads and bridges with intent Choose blocks to copy simple creations Make simple line patterns with objects Make simple pattern arrangements Show an interest in patterns and shapes
Books to help support Learning	• Goldilocks and the Three Bears	• Where's Spot? by Eric Hill • Everyone Hide From Wibbly Pig by Mick Inkpen • Where, Oh Where, is Rosie's Chick? by Pat Hutchins	• The Three Billy Goats Gruff • Dinosaur Roar! by Paul and Harriet Stickland • Cave Baby by Julia Donaldson
Rhymes to help support Learning	• When Goldilocks Went to the House of the Bears • 1, 2, 3, 4, 5, Once I Caught a Fish Alive	• In and Out the Dusty Bluebells	• London Bridge is Falling Down
Key Questions	• How many do you have? • How many ____ are there? • Which numerals can you see?	• How will you make that piece fit? • How will you move your body? • Where will you go next?	• What patterns do you notice? • What are you going to make? • How will you make ____? • What will you use to make your pattern?
Sentence Stems	• I can count ____ • I have 1/2/3 ____. • I can see the number ____	• I will put the piece/shape ... • The ____ is on/under/between the ____. • I will go on/under/over/between/through the ____. • I need to move ...	• I can see a ____ pattern. • I will make a ____. • I will need... • I am making a pattern with ____.

Resources	• buckets and bean bags • 1 to 3 dice • picture cards	• more complex inset puzzles and jigsaws • pattern blocks and number shapes • train track	• jumbo chalk • hammer and nail boards, peg boards • dough tools
Term Summer 3.1			
Block	Block 13 Counting 4 Take and give 1, 2, 3	Block 14 Shape, space and measure 4 Match, talk, push and pull	Block 15 Subitising 3 – Talk about dots
Development Matters Links	Development Matters – 3 and 4-year-olds • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Birth to 5 Matters – Range 4 • Begins to say numbers in order, some of which are in the right order (ordinality) • In everyday situations, takes or gives two or three objects from a group	Development Matters – 3 and 4-year-olds • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. • Combine shapes to make new ones – an arch, a bigger triangle, etc. • Describe a familiar route. Birth to 5 Matters – Range 4 • Moves their bodies and toys around objects and explores fitting into spaces • Responds to some spatial and positional language • Recognises that two objects have the same shape • Makes simple constructions	Development Matters – 3 and 4-year-olds • Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Show 'finger numbers' up to 5. Birth to 5 Matters – Range 5 • Subitises one, two and three objects (without counting)
Teaching Focus	Choose a group to count Take out 2 from a group Take out 3 from a group Give others 2 items Give others 3 items	Match simple shapes# Push some shapes and blocks together Make simple arrangements Talk about arrangements	Become familiar with dot patterns Say when there is 1 dot Say when there are 2 dots Recognise 1 and 2 in different arrangements

	Count 3 objects with one-to-one correspondence	Follow simple routes outside Follow toys around a simple route	Say when there are 3 dots Recognise 1.2 and 3 in different arrangements
Books to help support Learning	• Postman Bear by Julia Donaldson • Three Little Bunnies by Beatrix Potter • Meg and Mog by Helen Nicoll and Jan Pienkowski	• The Train Ride by June Crebbin • Naughty Bus by Jan and Jerry Oke • Where is Bear? by Jonathan Bentley	• TouchThinkLearn: Numbers by Xavier Deneux • Let's Play! by Hervé Tullet
Rhymes to help support Learning	• Three Little Speckled Frogs • Three Little Monkeys • Three Little Men in a Flying Saucer • One Man Went to Mow	• Humpty Dumpty • Teddy Bears' Picnic	• 1, 2, 3 Black Dots (Sing to the tune of 1, 2, 3, 4, 5, Once I Caught a Fish Alive) 1, 2, 3 black dots. Can you see how many spots? 1, 2, 3 black dots. Can you see how many spots? How many did you see? Can you spot them easily? Which pattern can you see? Is it 1 or 2 or 3?
Key Questions	• What would you like to count? • How many are there? • How many do you have? • What number do you need to stop counting at?	• What will you use? • What have you made? • Where shall I put this? Will this fit? • Which way will you go?	• What can you see? • How many can you see? • How many are there? • Where can you see 1/2/3? • How many did you see? • What pattern can you see?
Sentence Stems	• I want to count ... • There are ... • 1, 2, I have _____ /1, 2, 3, I have _____	• These _____ are the same. • I have used this because... • The _____ fit together because... • I will go _____ the _____.	• I can see _____ • There are _____ dots. • I have 1/2/3 _____ . • It is not _____
Resources	• containers filled with objects • envelopes and parcels • baskets	• small wooden blocks and vehicles • train track and trains • pop-up tunnel	• large, coloured spots • dot plates • 1–3 dice

Block	Block 16 Comparison 2 Compare and sort collections	Block 17 Pattern 4 Lead on own repeats	Block 18 Shape, space and measure 5 Starting to puzzle
Development Matters Links	Development Matters – 3 and 4-year-olds • Compare quantities using language: 'more than', 'fewer than'. Birth to 5 Matters – Range 3 • Shows an interest in size and weight Birth to 5 Matters – Range 4 • Beginning to compare and recognise changes in numbers of things, using words like more, lots or 'same'	Development Matters – 3 and 4-year-olds Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. Birth to 5 Matters – Range 3 Joins in with and predicts what comes next in a story or rhyme Birth to 5 Matters – Range 4 – Joins in and repeats repeated sound and action patterns	Development Matters – 3 and 4-year-olds • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'Straight', 'flat', 'round'. • Discuss routes and locations, using words like 'in front of' and 'behind'. Birth to 5 Matters – Range 4 • Responds to some spatial and positional language • Explores how things look from different viewpoints including things that are near or far away • Chooses puzzle pieces and tries to fit them in • Recognises that two objects have the same shape
Teaching Focus	Notice when two collections are the same Make collections of small objects the same Make collections of large objects the same Recognise two collections are the same using large and small objects	Join in fully with sequences and songs Sing rhymes independently Lead sequences and songs Read on in familiar repeating stories Copy art-based simple patterns Explore own line and repeating patterns in art	Complete shape-match puzzles Complete simple jigsaws Match objects to pictures Match objects to shadows Explore objects and small world from different positions Make simple routes in small world

	Make collections the same using large and small objects Sort and talk about their own collections		with lines and curves
Books to help support Learning	• Oliver's Fruit Salad by Vivian French • The Very Hungry Caterpillar's 123 Finger Puppet Counting Book by Eric Carle • Never Touch a Hungry Hippo by Rosie Greening • Handa's Surprise by Eileen Browne	• Traditional tales: The Enormous Turnip, The Gingerbread Man, The Three Little Pigs and The Little Red Hen • Elmer by David McKee	• Usborne First Jigsaws: Wild Animals by Matthew Oldham • Usborne First Jigsaws: Things that go by Matthew Oldham • Shark in the Park by Nick Sharratt • Off to the Park! by Stephen Cheetham • The Gruffalo by Julia Donaldson • The Gingerbread Man
Rhymes to help support Learning	• Teddy Bears' Picnic	• Twinkle Twinkle Little Star • I'm a Little Teapot • 1, 2, 3, 4, 5, Once I Caught a Fish Alive • Baa Baa Black Sheep • Wind the Bobbin Up • Three Little Ducks	
Key Questions	• Which collection has more? • Which collection has fewer? • Which collection has the same? • How do you know the collections are the same? • How can we make the collections the same? • What do you notice? • What will you use for your collection?	• What comes next in this song? • What happens next in this story? • What song will you sing? • What can you see? • What will you use to make your pattern? • How have you made your pattern?	• Which shape/object matches? • Where does this piece fit? • What can you see? What can you see now? • Where will your path go to?
Sentence Stems	• This collection has ____. • I can see ____ • I have made a collection using ...	• ... comes next. • This pattern is ____. • I can see ____.	• The ____ matches this. • I will put my piece ... • I can/can't see ...

		• I have used ...	• My path goes to ...
Resources	• collection of large balls and beanbags • baskets • fruit	• paint, brushes, scrapers and modelling tools • rhyme bag with key props • recordable buttons	• shape resources and coloured templates • black paper and sticky-back plastic • simple jigsaws

Term Summer 3.2

Block	Block 19 Pattern 5 Making patterns together	Block 20 Subitising 4 Make games and actions	Block 21 Counting 5 Show me 5
Development Matters Links	Development Matters – 3 and 4-year-olds • Talk about and identify patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. • Extend and create ABAB patterns – stick, leaf, stick, leaf. Birth to 5 Matters – Range 5 • Creates their own spatial patterns showing some organisation or regularity • Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC)	Development Matters – 3 and 4-year-olds • Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Show 'finger numbers' up to 5. Birth to 5 Matters – Range 5 • Subitises one, two and three objects (without counting)	Development Matters – 3 and 4-year-olds • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Birth to 5 Matters Range 4 Beginning to notice numerals (number symbols) • Range 4 – Beginning to count on their fingers. • Range 5 – Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5

Teaching Focus	Sing their own songs independently Clap in time to a beat Make and talk about movement patterns Talk about objects in patterns and arrangements Copy AB patterns with support Continue AB patterns with support	Match dot patterns Be introduced to subitising games Play subitising games Copy sets of sounds Listen to and represent sounds with fingers Listen to and represent sounds with resources	Sing rhymes to 5 and join in with movements Move props to 5 Move props back from 5 Show fingers to 5 Begin to count 5 objects with one-to-one correspondence Match numerals to quantities when acting out songs
Books to help support Learning	• Hooray for Fish! by Lucy Cousins • Beep Beep, Vroom Vroom! by Stuart J. Murphy • A-B-A-B-A- a Book of Pattern Play by Brian P. Cleary	• The Very Hungry Caterpillar by Eric Carle • Ooo Ooo Ooo Gorilla! by Lydia Monks	• Bears in Beds by Shirley Parenteau • Five Wiggly Babies by Nicola Smee • Never Touch series by Make Believe Ideas
Rhymes to help support Learning	• Tongue twister patterns such as Red Lorry, Yellow Lorry	• Hickory Dickory Dock	• Five Little Ducks • Five Little Monkeys • Five Little Peas • Five Currant Buns
Key Questions	• What song are you singing? • What can you see/hear? • What pattern are you making? • What will come next in the pattern?	• How many ____ can you see? • How many dots are there? • Where can you see 1/2/3? • How can you show me 1/2/3 in a different way? • What can you hear? • How many sounds did you hear? • How many ____ do you need?	• How many are there (now)? • How many can you see? • How will you show me ____? • How will you count the ____?
Sentence Stems	• My song is ... • ____ comes next. • I can see ____ in the pattern. • I want to use ...	• I see ____ • There are ____ dots. • I can hear ____ sounds. • I need 1/2/3 ____	• There are 1/2/3/4/5 ____. • I can see ____ • Now there are 1/2/3/4/5 ____. • I can count ____

Resources	• sticks and long ribbons • baskets of loose parts • CD player and CDs	• mini dot plates and dot fans • metal bucket or pan • subitising stones	• sets of 5 small-world rhyme props • number pebbles and cards • sets of 5 real-life objects
Block	Block 22 Pattern 6 My own pattern	Block 23 Counting 6 Stop at 1, 2, 3, 4, 5	Block 24 Comparison 3 Match, sort, compare
Development Matters Links	Development Matters 3 and 4-year-olds • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' Birth to 5 Matters Range 4 Beginning to understand some talk about immediate past and future Range 4 Beginning to anticipate times of the day such as mealtimes or home time Range 5 Attempts to create arches and enclosures when building, using trial and improvement to select blocks	Development Matters 3 and 4-year-olds • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Experiment with their own symbols and marks as well as numerals. Birth to 5 Matters – Range 5 • Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle) • Links numerals with amounts up to 5 and maybe beyond • Explores using a range of their own marks and signs to which they ascribe mathematical meanings	Development Matters – 3 and 4-year-olds Compare quantities using language: 'more than', 'fewer than'. Birth to 5 Matters Range 4 Beginning to compare and recognise changes in numbers of things, using words like more, lots or 'same' Range 5 Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You've got two, I've got two. Same!
Teaching Focus	Continue AB patterns Create their own AB patterns Notice an error in a pattern Build constructions with simple enclosures	Count out up to 5 objects from a larger group Explore counting to 5 in different ways Verbally count to a given number	Compare up to 5 different objects Compare by matching Make the same set by matching Match by type

	Copy simple repeated constructions Begin to sequence some events	Label objects with numerals Independently show fingers to 5 Begin to make marks to represent quantities	Recognise attributes of objects Look for collections of large and small amounts
Books to help support Learning	• The Skipping-Rope Snake by Carol Ann Duffy • A New House for Mouse by Petr Horáček • The View at the Zoo by Kathleen Long Bostrom • When I Build With Blocks by Niki Alling • Lulu's First Day by Anna McQuinn	• Trains Trains Trains! by Donna David • Five Little Dinosaurs by Mike Brownlow • Five Little Princesses by Mike Brownlow	• We're Going to a Birthday Party: A Lift-the-Flap Adventure by Martha Mumford • Kipper's Birthday by Mick Inkpen • A Mother for Choco by Keiko Kasza • Farmer Duck by Martin Waddell • Aliens Love Underpants by Claire Freedman
Rhymes to help support Learning		• Five Little Men in a Flying Saucer • One Elephant Went Out to Play	
Key Questions	• What will come next in the pattern? • Is the pattern correct? Which object doesn't belong? • How does your construction look the same as mine? • What will we do first/next?	• How many do you need? • How many can you see? How many now? • What have you drawn? What do your marks show?	• Which group has more/fewer? • Which groups have the same? • Are there more/fewer ____ or ____? • What objects are in your set? • What is the same/different? • Which object matches?
Sentence Stems	• My pattern is ____ and ____. • ____ comes next in the pattern. • I need a ____ to finish my model.	• I will count out ____. • There are ____ • I will stop at ____ • I have made ____ marks.	• There are more ____ than ____. • The ____ and the ____ match. • The ____ and ____ are the same/different./
Resources	• chunky beads, straws, cotton reels and shoelaces • blocks, fences and small-world animals/bean bags and quoit	• chunky chalk, skittles and a ball • birthday cards and candles • rhyme props to 5	• coloured building bricks • aliens' underpants • party items