

	<b>Comparison</b> (Purpose of seeing which set has more)	<b>Cardinality &amp; Counting</b> (Identifying Quantity)	<b>Composition</b> (Whole into parts and parts into a whole)
<b>Autumn</b>	<u>Perceptual</u> <ul style="list-style-type: none"> <li>Develop the skill to visually compare two groups where one group is at least double the size of the other               <ul style="list-style-type: none"> <li>- where one group of objects is different</li> <li>- where both groups contain similar objects</li> </ul> </li> </ul>	<u>Verbal Counting</u> <ul style="list-style-type: none"> <li>Develop the knowledge that number words are separate</li> <li>Develop the skill to recite the number sequence to 5</li> </ul>	<u>Part-Whole Relationships</u> <ul style="list-style-type: none"> <li>Develop the knowledge that a single object can be split into similar sized parts and then recombined to make the whole</li> <li>Develops the understanding that a word can act to unify a group of objects (e.g. toys)</li> <li>Develop the understanding that parts can be combined in any order</li> </ul>
	<u>Matching</u> <ul style="list-style-type: none"> <li>Develop a matching strategy for two small groups (below 4).               <ul style="list-style-type: none"> <li>- where both groups are the same quantity</li> <li>- where one group has more or fewer</li> </ul> </li> </ul>	<u>Object Counting</u> <ul style="list-style-type: none"> <li>Develop the knowledge that number words hold a numeric meaning</li> <li>Develop an attempt to apply 1:2:1 correspondence</li> </ul>	
	<u>Sorting</u> <ul style="list-style-type: none"> <li>Develop the skill to find the <i>exact</i> same object</li> <li>Develop the skill to <i>find</i> all objects with a <i>given attribute</i></li> <li>Develop the skill to <i>identify</i> the attribute used to sort a set</li> </ul>	<u>Subitising</u> <ul style="list-style-type: none"> <li>Develop the skill to visually replicate a small (below 4) quantity (number names might not be used)</li> <li>Develop the skill to name a small (below 4) presented quantity</li> </ul>	
<b>Spring</b>	<u>Perceptual</u> <ul style="list-style-type: none"> <li>Embed the skill to visually compare two groups where one group is at least double the size of the other               <ul style="list-style-type: none"> <li>- where one group of objects is different</li> <li>- where both groups contain similar objects</li> </ul> </li> <li>Develop the skill to visually compare two small groups (below 5) of <i>similar</i> objects when the quantities are closer together.</li> </ul>	<u>Verbal Counting</u> <ul style="list-style-type: none"> <li>Embed the knowledge that number words are separate</li> <li>Develop the skill to recite the number sequence to 10</li> </ul>	<u>Part-Whole Relationships</u> <ul style="list-style-type: none"> <li>Embed the knowledge that a single object can be split into similar sized parts and then recombined to make the whole</li> <li>Develop the knowledge that a single object can be split into dissimilar sized parts and then recombined to make the whole</li> <li>Embed the understanding that a word can act to unify a group of objects (e.g. toys)</li> </ul>

	<p><u>Matching</u></p> <ul style="list-style-type: none"> <li>Extend a matching strategy for two groups (below 6) starting to use precise vocabulary – focusing on similar sized objects</li> </ul>	<p><u>Object Counting</u></p> <ul style="list-style-type: none"> <li>Embed the knowledge that number words hold a numeric meaning</li> <li>Develop the skill to apply 1:2:1 correspondence accurately up to 5 objects when presented in a line</li> <li>Develop the knowledge that the last number said answers “how many are in the group?”</li> </ul>	<ul style="list-style-type: none"> <li>Develops the understanding that the word whole can be used to describe a group of objects</li> <li>Embed the understanding that parts can be combined in any order</li> </ul>
	<p><u>Sorting</u></p> <ul style="list-style-type: none"> <li>Embed the skill to find the <i>exact</i> same object</li> <li>Embed the skill to <i>find</i> all objects with a <i>given attribute</i></li> <li>Embed the skill to <i>identify</i> the attribute used to sort a set</li> <li>Develop the skill of sorting a set of objects into two groups and describe the rule</li> </ul>	<p><u>Subitising</u></p> <ul style="list-style-type: none"> <li>Embed the skill to visually replicate a small (below 4) quantity (number names might not be used)</li> <li>Develop the skill to name a small (below 4) presented quantity in under two seconds in any arrangement</li> </ul>	
<p><b>Summer</b></p>	<p><u>Perceptual</u></p> <ul style="list-style-type: none"> <li>Embed the skill to visually compare two groups where one group is at least double the size of the other <ul style="list-style-type: none"> <li>where one group of objects is different</li> <li>where both groups contain similar objects</li> </ul> </li> <li>Embed the skill to visually compare two small groups (below 5) of <i>similar</i> objects.</li> <li>Develop the skill to visually compare two small groups (below 5) of <i>different</i> objects when the quantities are closer together.</li> </ul>	<p><u>Verbal Counting</u></p> <ul style="list-style-type: none"> <li>Embed the knowledge that number words are separate</li> <li>Embed the skill to recite the number sequence to 10 (beginning to count backwards)</li> <li>Develop an awareness of number names above 10</li> </ul>	<p><u>Part-Whole Relationships</u></p> <ul style="list-style-type: none"> <li>Embed the knowledge that a single object can be split into similar – or dissimilar – sized parts and then recombined to make the whole</li> <li>Develop the understanding that the whole is bigger than the parts</li> <li>Embed the understanding that a word can act to unify a group of objects (e.g. toys)</li> <li>Embed the understanding that the word whole can be used to describe a group of objects</li> </ul>
	<p><u>Matching</u></p>	<p><u>Object Counting</u></p>	

	<ul style="list-style-type: none"> <li>Embed a matching strategy for two groups (below 6) starting to use precise vocabulary – <b>focusing on different sized objects</b></li> </ul>	<ul style="list-style-type: none"> <li>Embed the knowledge that number words hold a numeric meaning</li> <li><b>Develop the skill to apply 1:2:1 correspondence accurately up to 5 objects in any arrangement that is presented to them</b></li> <li><b>Develop the skill to apply 1:2:1 correspondence accurately up to 10 objects when presented in a line</b></li> <li>Embed the knowledge that the last number said answers “how many are in the group?”</li> <li><b>Develop the skill to produce a quantity up to 5 by counting out from a larger group</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Develop the knowledge of using number words to talk about the parts they can see</b></li> <li>Embed the understanding that parts can be combined in any order</li> <li><b>Develop the understanding that an act of partitioning can be inverted to return to the whole</b></li> </ul>
	<p><u>Sorting</u></p> <ul style="list-style-type: none"> <li>Embed the skill to find the <i>exact</i> same object</li> <li>Embed the skill to <i>find</i> all objects with a <i>given attribute</i></li> <li>Embed the skill to <i>identify</i> the attribute used to sort a set</li> <li>Embed the skill of sorting a set of objects into two groups and describe the rule</li> </ul>	<p><u>Subitising</u></p> <ul style="list-style-type: none"> <li>Embed the skill to visually replicate a small (below 4) quantity (number names might not be used)</li> <li>Embed the skill to name a small (below 4) presented quantity in under two seconds in any arrangement</li> <li><b>Develop the skill to produce a quantity (up to 4) without counting</b></li> </ul>	
<p><b>Non-negotiables</b></p>	<p><b>Visual compare two small groups of different objects</b></p> <p><b>Physically compare two groups of objects using a matching strategy</b></p> <p><b>Sort a set of objects into two groups</b></p>	<p><b>Verbally count to 10</b></p> <p><b>Count between 5-10 presented objects using 1:2:1 correspondence</b></p> <p><b>Instantly recognise a quantity to 4</b></p>	<p><b>Knows the whole is bigger than the parts</b></p> <p><b>Practically undo (inverse) an action</b></p> <p><b>Use number words to talk about what they can see</b></p>