

ALP Trust Little Learners Yearly Maths Overview

	Subitising	Cardinality, ordinality and counting	Composition	Comparison (inc Measures)	Pattern	Shape and Space
LL Term 1	Children recognise groups of 2 familiar objects e.g. hands, feet, eyes, ears, arms, legs.	Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.	Display actions that show intuition about parts and wholes	Notice when things have similar or different properties e.g. size, colour, shape, sound, texture, quantities	They understand the concept of 'first' and 'second' by telling you who the winner is after racing cars etc.	
LL Term 2	Children recognise up to 2 simple objects such as dots in familiar arrangements e.g. dice, linear patterns. These objects will be the same colour and size. Children copy the number of objects e.g. match 2 pebbles to two dots on a dice,	Count in everyday contexts, sometimes skipping numbers – '1-2-3-5' (DM)	Recognises that sets can be combined in different orders. Combine objects like stacking blocks and cups. Put objects inside others and take them out again. Take part in finger rhymes with numbers (DM)	React to changes of amount in a group of up to three items. (DM) Begin to compare objects with marked differences in size and weight. Compare amounts, saying 'lots', 'more' or 'same' (DM)	Notice patterns in the day/ routines e.g. bedtime comes after bathtime, story time comes after dinner, etc Notice obvious patterns around them e.g. spots, stripes, colours, sizes,	
	Children will identify matching number of objects e.g. 2 dots and 2 bears Some children will begin to notice 3 simple, familiar objects when arranged as a triangle of linear, diagonal pattern (dice)	Children rote count to 5 (this can be with the support of rhymes/ songs) Children recite number names with the intention of counting but they aren't always in the correct order. Puts objects into 1-to-1 correspondence when it is clear the materials are a physical "pair." (One-to-One Object Correspondence)		Compare amounts, saying 'lots', 'more' or 'same' (DM) Recognizes that two very small collections have the "same number" by intuitively making a correspondence between the items in each collection. At this level, in certain situations, children may also put objects, words, or actions in one-to-one or many-to-one correspondence or a mixture. Object Corresponder: Puts objects into one-to-one correspondence, although they may not fully understand that this creates equal groups. Actively participates in activities, noticing when things are similar or different and making comparisons with previous experiences Use the language of classification, identifying what is the same/ different Group objects by similarities and differences Select appropriate objects and materials that match the characteristics of the set, demonstrating that they can copy criteria modelled	With adult modelling, use simple adjectives to describe their observations e.g. colours, big, small, Begin to create simple patterns using a wide range of different objects in the environment these can be regular and irregular Begin to join in with simple refrains (words and phrases) in stories such as 'and he huffed and he puffed'	Explore the size and shape of objects by observing them as they move in space, using trial and error to discover how they fit into space. Climb and squeeze themselves into different types of spaces. (DM) Make constructions, patterns, pictures (NCETM) Select shapes which will fit when rotated or flipped insert boards, shape sorters, jigsaws (NCETM) Develop spatial awareness through experiencing different viewpoints (NCETM)
Vocabulary to be reinforced by adults	Same/ different Match How many, One, two, three hands, feet, eyes, ears, arms, legs.	Number Count How many, One, two, three, four, five,	Same, different More/ Less Match together	more, less, same, different, biggest, smallest, full	repeated, same, spotty, stripy, colour, big, little, small now, next, after, before	in, on, under, up, down, across Same, different Bigger, smaller Fit, full