	Autumn A	**Autumn B**	**Spring A**
Firm Foundations Cards	Card 1:Introducing Numicon Shapes Card 2: Ordering Numicon Shapes Card 3 and 4: Introducing Numicon Shapes and patterns	Card 5: Linking numerals with numicon shapes. Card 6: Finding how many by grouping together. Card 7: Adding with numicon shapes Card 8: Adding 1 more	Card 8: Adding 1 more Card 9: Subtracting finding the difference. Card 10: Subtracting taking away Card 11: Doubling and halving
Assessment Opportunities	Card 1 Look and listen for children who: • Chant number names in order consistently (note children's counting range). • When counting objects, say one number name for each object counted (note children's counting range). • Use colour or number names for Numicon Shapes. • Match a Numicon Shape to its Large Foam Shape. • Match Numicon Shapes to their pictures. • Rotate and flip Shapes to cover the Baseboard. • Use sizes of objects as a criterion for making comparisons. Card 2 Look and listen for children who: • Put the Numicon Shapes in size order and describe their positions, e.g. it is next to, it is after, it is before, it is in between. • Identify the bigger/biggest, smaller/smallest, larger/largest Shape by touch from the Feely Bag. • Order three or more objects of different heights/lengths • Make simple repeating patterns. Card 3	Card 5 Look and listen for children who: • Spontaneously recognize and say the number names of Numicon Shape patterns without counting the objects. • Count objects accurately and if they are then rearranged do not have to count them again to say how many. • Find the Numicon Shape for the last number in a count and say the number name. • Judge the quantity of up to 5 unarranged objects without counting (subitize). • Make a reasonable estimate of up to 10 unarranged objects. • Describe the properties of cuboids and cylinders. Card 6 Look and listen for children who: • Recite the count sequence to 20 with correct pronunciation. • Begin to represent numbers greater than 10 with Numicon Shapes and Numicon Shape patterns. • Compare the length/width/height of different objects. • Describe two objects that are the same length as being of equal length. • Devise simple repeating patterns. • Order number rods 1–10. • Arrange and organize equipment in a logical way. Card 7	Card 8 Look and listen for children who: • Continue to work in a systematic way once they have been shown how to begin. • Add 1 to each number to 9 (then to 19). • Make a general statement when they have noticed something that always happens, e.g. 'when 1 is added to any number the answer is always the next number'. • Tell an increase story and illustrate by adding more with objects or Numicon Shapes. • Sequence everyday events and explain what they have done, using language related to time. Card 9 Look and listen for children who: • Discuss similarities and differences between everyday objects. • Sort objects according to similarities. • Describe Shapes as odd or even. • Find numerical differences between two Numicon Shapes, including when the difference is 0. • Find numerical differences between small collections of everyday objects. • Use number names for rods. • Recognize and name coins. Card 10

	Look and listen for children who: • Count when they need to find out 'how many' in play situations. • Build each Numicon Shape pattern using Numicon Coloured Pegs (note children's counting range). • Identify and name a triangle, square, oblong, circle. • Copy, continue and devise simple repeating patterns. • Spot an odd one out in a given set and explain why it is the odd one out. Card 4 Look and listen for children who: • Use the cardinal principle, e.g. say how many are in a set. • Say which has more and which has fewer objects when comparing two sets. • Refer to Numicon Shapes by their number names. • Match Numicon Shapes with their numerals. • Compare the lengths of number rods. • Sort objects into given sets and describe the sets. • Compare and describe the capacities of different containers.	Look and listen for children who: • Know when to add in day-to-day situations. • Say the total when two Numicon Shapes are combined, without counting the holes. • Make up their own adding stories. • Illustrate adding stories or problems with Numicon Shapes or number rods. • Confidently find rods that fit in a matching space. • Compare objects by weight rather than just by size. Card 8 Look and listen for children who: • Continue to work in a systematic way once they have been shown how to begin. • Add 1 to each number to 9 (then to 19). • Make a general statement when they have noticed something that always happens, e.g. 'when 1 is added to any number the answer is always the next number'. • Tell an increase story and illustrate by adding more with objects or Numicon Shapes. • Sequence everyday events and explain what they have done, using language related to time.	Look and listen for children who: • Know when to take away within their daily routines. • Name the Numicon Shape pattern left, without counting the holes, when part of a Numicon Shape is hidden. • Make up subtracting stories and illustrate them with Numicon Shapes or number rods. • Explain the rule for sets they have organized. • Devise repeating patterns with more than two elements. • Share equally. Card 11 Look and listen for children who: • Illustrate doubles using Numicon Shapes, number rods and other objects. • Begin to recall doubles. • Halve a set of objects accurately. • Chant the count sequence of multiples of two and multiples of ten. • Create symmetrical patterns.
Link to Development Matters	Count objects, actions and sounds. Subitise. Select, rotate and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns	Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Select, rotate and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can	Count objects, actions and sounds. Understand the 'one more than/one less than' relationship between consecutive numbers. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.

		have other shapes within it, just as numbers can. Compare length, weight and capacity.	

	Spring B	**Summer A**	**Summer B**
Firm Foundations Cards	Card 12: Subtracting 1 connecting increase and decrease Card 13: Halving and sharing	Card 14: How many more? How many fewer? Card 15: Adding parts and whole. Card 16: Subtracting parts and whole.	Card 17: Connecting adding, subtracting and number lines. Card 18: More teen numbers adding and subtracting
Assessment Opportunities	Card 12 Look and listen for children who: • Can take away 1 or answer '1 fewer' (1 less) questions from each number from 10 (then from 20). • Make a general statement when they have noticed something always happening; e.g. when 1 is taken away from a number, the answer is always the previous number. • Describes the doing and undoing connection between adding 1 and taking 1 away. • Say a 'take away 1' number sentence or number story. Card 13 Look and listen for children who: • Share collections of discrete objects into equal parts. • Divide a 'whole' into different-sized parts and into parts that are equal in size. • Halve whole shapes in different ways.	Card 14 Look and listen for children who: • Give a numerical answer to 'how many more?' and 'how many fewer?' when comparing Numicon Shapes. • Solve 'how many more?' / 'how many fewer?' problems in a data-handling situation. • Recall some pairs of Shapes that add to make 10. • Use money in role-play exchange situations. Card 15 Look and listen for children who: • Combine two Numicon Shapes or two number rods (or numbers) in any order and explain that the total will be the same in whichever order the numbers are added. • Describe Numicon Shapes while feeling them in a bag or from memory. • Add different combinations of smaller Numicon Shapes to equal larger Numicon Shapes. • Recall some adding facts. • Make collections of different-sized objects that are lighter than other different-sized objects. Card 16	Card 17 Look and listen for children who: • Confidently find the numerals on the number line that show the answers to their adding and subtracting calculations. • Show recall of adding facts by pointing to totals on the number line without counting, e.g. in answer to '3 add 2', point straight to 5. • Show recall of subtracting facts by pointing straight to what is left on the number line without counting, e.g. in answer to '6 take away 2', point straight to 4. • Compare different lengths using non-standard measures. • Move forwards and backwards when given directions. • Give clear directions to a destination. Card 18 Look and listen for children who: • Say (recall) adding and subtracting number sentences without references to the Numicon Shapes or number rods. • Show understanding of equivalence and adding facts in problem solving situations. • Work systematically.

		Look and listen for children who: • Use Numicon Shapes and subtracting covers to show parts and wholes. • Say how much is left when part of a Numicon Shape has been covered from just looking at the remaining pattern. • When describing a 'take away' operation, say the whole number and its parts, e.g. '10 take away 6 leaves (equals) 4.' • Show understanding that when a number is subtracted from the same number nothing (0) is left. • Use the language of position spontaneously and appropriately.	
Link to development matters	Count objects, actions and sounds. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10.	Count objects, actions and sounds. Compare numbers. Explore the composition of numbers to 10.	Count objects, actions and sounds. Count beyond ten. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–5 and some to 10.