



	R: Compare length, weight and capacity.							
	6. Explore and represent patterns within numbers up to 10 including evens/odds, double facts and how quantities can be distributed equally							
	3&4: Identify patterns around them e.g. stripes on clothes, designs on wallpaper using informal language.							
	3&4: Extend and create ABAB patterns e.g. leaf, stick, leaf, stick.							
	3&4: Notice and correct an error in a repeating pattern.							
	R: Continue, copy and create repeating patterns.							
	R: Distribute items evenly e.g. put 3 in each bag.							
	ELG: Represent evens and odds.							
	ELG: Represent double facts.							
Shape	3&4: Talk about and explore 2D shapes (e.g. circles, rectangles, triangles) using informal mathematical language e.g. sides, corners, straight, flat and round.							
	3&4: Select shapes appropriately e.g. for building using flat surfaces.							
	3&4: Combine shapes to make new ones e.g. an arch, a bigger triangle.							
	3&4: Talk about and explore 3D shapes (e.g. cuboids) using informal mathematical language e.g. sides, corners, straight, flat and round.							
	R: Select, rotate and manipulate shapes in order to develop spatial reasoning skills.							
	R: Compose and decompose shapes so that children can recognise a shape can have other shapes within it.							
Position	3&4: Understand position through words alone in real contexts such as <i>off the table, down the drain</i> .							
	3&4: Describe a familiar route.							
	3&4: Discuss routes and locations using words like <i>in front of</i> and <i>behind</i> .							
	3&4: Begin to describe a sequence of events (real or fictional) using words such as <i>first, next, then</i> .							

**Additional notes:**