

Autumn 1	Autumn 2
<ul style="list-style-type: none"> • Take part in finger rhymes with numbers. • Sings and joins in with a range of number rhymes. • Recites some number names in sequence (may skip some numbers e.g. 1-2-3-5). • Uses some number names and number language during play. • Develop an awareness of shape and space by stacking objects, using jigsaws etc. • Become aware of changes of amount within small groups. • Uses some positional language such as 'in' and 'on'. 	<ul style="list-style-type: none"> • Recites numbers in order to 5. • Uses some number names accurately in play. • Developing some one-to-one correspondence when counting up to 5 objects. • Begins to use the language of measure e.g. big, little, high, low, heavy, light. • Notices simple shapes and patterns around them e.g. pointing out a shape, using informal language such as 'spotty'. • Uses positional language e.g. 'The bag is under the table'. • Continues to develop an awareness of shape and space e.g. judging space during outdoor play. • Beginning to compare amounts e.g. identifying which group has 'more' or 'lots'.
Spring 1	Spring 2
<ul style="list-style-type: none"> • Beginning to recites numbers beyond five in order. • Developing the cardinal principle within a small group of objects (knows that the last number reached when counting a small set of objects tell you how many there are in total). • Counts a greater number of objects using one to one correspondence. • Talk about and explore simple 2D shapes e.g. making arrangements with shapes. • Beginning to describe the order of events e.g. 'first'. • Build with a range of resources, recognising which shapes can be stacked. • Beginning to categorise objects according to properties such as shape or size. • Beginning to represent numbers using fingers, marks on paper or pictures. 	<ul style="list-style-type: none"> • Recite numbers to ten in order. • Knows that numbers identify how many objects are in a set. • Compare quantities of objects e.g. recognising which group has 'more than' or 'fewer than'. • Uses number names accurately in play. • Sometimes matches numeral and quantity correctly. • Can count out a small number of objects when asked e.g. Can you give me two apples? • Compare sizes, weights etc using gesture and language – bigger, smaller, high, low, tall or heavy. • Describe a familiar route e.g. talking about what they see on their way to school. • Uses more positional language such as 'in front of' and 'behind'.
Summer 1	Summer 2
<ul style="list-style-type: none"> • Gaining more accuracy when linking numerals and amounts e.g. showing the right number of objects to match the numeral up to 5. • Experiments with own symbols and marks to represent numbers. • Beginning to subitise within 3. • Beginning to recognise that the number of objects does not change if they are re-arranged. • Identify groups which have the same number of objects. • Describes a sequence of events. 	<ul style="list-style-type: none"> • Confidently recites numbers to ten. • Is able to match numerals to amounts. • Quickly subitise within 3. • Beginning to see numbers within numbers e.g. 3 is made up of 2 and 1. • Continues to experiment with own symbols and marks (including numerals) to represent numbers. • Make comparisons between objects relating to size, length, weight and capacity. • Talk about and explore 2D and 3D shapes using some mathematical language e.g. corners, straight. • Selects 3D shapes appropriately for building e.g. triangular prism for a roof. • Combines shapes to make new ones e.g. arch, bigger triangle. • Identifies simple repeated patterns and is able to correct an error.