



Autumn 1	Autumn 2
<ul style="list-style-type: none"> ✓ Develop a greater understanding of the numbers 1 to 3 <ul style="list-style-type: none"> • Count one, two and three objects reliably by saying one number name for each item • Count one, two and three objects reliably using abstract materials • Recognise the numerals one, two and three • Explore conservation of one, two and three • Explore composition of numbers to 3 • Explore one more within numbers to 3 • Explore one fewer within numbers to 3 ✓ Uses some number names and mathematical language spontaneously in play. ✓ Begin to recognise numbers to 10 ✓ Knows that numbers identify how many objects are in a set ✓ Shows an interest in numerals in the environment ✓ Compares quantities saying when groups have more or less ✓ Shows interest in shapes in the environment (simple 2D and 3D shapes) ✓ Shows an interest in shape and space by playing with shapes or making arrangements with objects ✓ Shows awareness of similarities of shapes in the environment ✓ Recognise, describe, copy, extend and create colour and size repeating patterns 	<ul style="list-style-type: none"> ✓ Deepen learning of numbers 4 to 10 <ul style="list-style-type: none"> • Explore the concept of zero • Create representations for numbers using fingers, marks on paper or pictures • Count four, five, six, seven, eight, nine and ten objects reliably by saying one number name for each item. • Explore conservation of each number within 10 • Explore composition of numbers within 10 • Explore one more within each number to 10 • Explore one fewer within each number to 10 ✓ Uses number names and mathematical language with some accuracy in play ✓ Recognise and order numbers to 10 ✓ Sometimes matches numeral and quantity correctly ✓ Shows curiosity about numbers by offering comments or asking questions ✓ Shows an interest in representing numbers ✓ Realises not only objects, but anything can be counted, including steps, claps or jumps ✓ Recognise some numerals of personal significance ✓ Counts actions or objects which cannot be moved ✓ Compares quantities saying when groups have more or less ✓ Recognise and describe simple 2D shapes. ✓ Begins to record thinking, using marks that they can interpret and explain.
Spring 1	Spring 2
<ul style="list-style-type: none"> ✓ Continue to explore numbers 1—10 and number bonds. <ul style="list-style-type: none"> • Be able to recognise numbers (within ten) in different representations • Apply knowledge of numbers to ten to solve mathematical problems • Use key vocabulary associated with ordinal numbers 1st to 10th • Explore different ways of making ten • Explore numbers, strategy and patterns within ten ✓ Compares two groups of objects, saying when they have the same number. ✓ Shows an interest in number problems including, doubling and halving. ✓ Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. ✓ Counts objects to 10, and beginning to count beyond 10. ✓ To gain an understanding of the 1p coin. ✓ Estimate a number of objects and check by counting. ✓ Counts out up to ten objects from a larger group. ✓ Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. ✓ Counts an irregular arrangement of up to ten objects. ✓ Continue to develop mathematical language including, more than, fewer than, greater than, less than etc. ✓ Use everyday language related to time. <ul style="list-style-type: none"> • Explore and discuss time and the seasons • Explore and discuss the days of the week and daily events • Use everyday language to talk about and sequence daily events • Use ordinal language ✓ Know some mathematical names for 2D shapes. 	<ul style="list-style-type: none"> ✓ Explore numbers within 15 <ul style="list-style-type: none"> • Count forwards and backwards from a given number • Recognise and write numbers to 15 (splitting two digit numbers into tens and ones) • Be able to count up to 15 objects and place them in order • Know what is one more than a number within 15 • Know what is one fewer than a number within 15 • Apply knowledge of one more and one fewer • Use the 'guess and check' strategy for problem solving • Be able to order numbers within 15 ✓ Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. ✓ Uses the language of 'more' and 'fewer' to compare two sets of objects. ✓ Finds the total number of items in two groups by counting all of them. ✓ Says the number that is one more than a given number. ✓ Finds one more or one less from a group of up to five objects, then ten objects. ✓ Understand the concept of double ✓ Understand the concept of half ✓ Apply their understanding when completing tasks that involve doubling and halving ✓ Can describe their relative position such as 'behind' or 'next to'.

	<ul style="list-style-type: none"> ✓ Use everyday language to talk about size and order items by size. ✓ Use everyday language to talk about weight, capacity, length and height. ✓ Explore, estimate, compare and order the weight, capacity, length and height of everyday objects. ✓ Have an awareness of odd and even numbers ✓ Records, using marks that they can interpret and explain.
Summer 1	Summer 2
<ul style="list-style-type: none"> ✓ Recognise, write and order numbers to 20 (splitting two digit numbers into tens and ones) ✓ Exploring number bonds, addition and subtraction <ul style="list-style-type: none"> • Add by combining two groups including zero • See addition as commutative • Explore subtraction as partitioning into two sets and as taking away (reduction) ✓ Continue to develop comparative mathematical language when comparing two amounts including, more than, fewer than, greater than, less than etc. ✓ Uses familiar objects and common shapes to create and recreate patterns and build models. ✓ Uses everyday language related to time (knowing days of week, months, seasons). ✓ Beginning to use everyday language related to money. <ul style="list-style-type: none"> • Recognise the value of one penny and to recognise the value of coins • Explore different combinations of coins that total 5p and 10p ✓ Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. <ul style="list-style-type: none"> • To describe the capacities of objects and use language about capacity • To compare the volume of liquid in different containers • To compare the weights of objects and use language about weight • To begin to estimate the lengths of objects and then compare and order lengths • To measure objects using non-standard units and use language related to measure accurately 	<ul style="list-style-type: none"> ✓ Recognise, write and order numbers to 20+ (splitting two digit numbers into tens and ones). <ul style="list-style-type: none"> • Be able to count up to 20 objects and place them in order • Be able to find one more and one greater than a number within 20 • Be able to find one fewer and one less than a number within 20 ✓ Counting forwards and backwards from 0—20 starting in different places ✓ Continue to explore addition and subtraction <ul style="list-style-type: none"> • Automatically recall number bonds up to 5 and some number bonds to 10 • Investigate number combinations within 20 • In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting • Practise addition and subtraction • Add and subtract zero ✓ Explore and represent patterns within numbers up to 10 and beyond. <ul style="list-style-type: none"> • Solve problems involving doubling and halving • See the relationship between doubling and halving • Explore sharing objects into twos equal groups • Explore sharing objects into equal groups • Explore sharing quantities into equal groups • Begin to recognise the connection between sharing and grouping and solve practical problems • Explore grouping objects in tens to find a total • Explore counting in groups of five ✓ Estimates how many objects they can see and checks by counting them. ✓ Measures short periods of time in simple ways. ✓ Records mathematical thinking, including beginning to use mathematical symbols. ✓ Begins to identify own mathematical problems based on own interests and fascinations. ✓ Apply knowledge of number, shape and measures in their surrounding environment