

Autumn 1	Autumn 2
<ul style="list-style-type: none"> ● Recites some number names in sequence. ● Creates and experiments with symbols and marks representing ideas of number. ● Uses some number names and number language ● Spontaneously ● Uses some number names accurately in play. ● Recites numbers in order to 5. 	<ul style="list-style-type: none"> ● Notices simple shapes and patterns in pictures. ● Beginning to categorise objects according to properties such as shape or size. ● Knows that numbers identify how many objects are in a set. Sometimes matches numeral and quantity correctly. ● Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. ● Begins to make comparisons between quantities. ● Uses some language of quantities, such as 'more' and 'a lot'. ● Beginning to represent numbers using fingers, marks on paper or pictures. ● Compares two groups of objects, saying when they have the same number. ● Begins to use the language of size. ● Shows awareness of similarities of shapes in the environment. ● Shows interest in shapes in the environment. ● Shows an interest in shape and space by playing with shapes or making arrangements with objects. ● Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.
Spring 1	Spring 2
<ul style="list-style-type: none"> ● Uses positional language. ● Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'. ● Shows an interest in number problems. ● Knows that a group of things changes in quantity when something is added or taken away. ● Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'. ● Anticipates specific time-based events such as mealtimes or home time. ● Uses shapes appropriately for tasks. ● Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. ● Recites some number names in sequence. ● Creates and experiments with symbols and marks representing ideas of number. 	<ul style="list-style-type: none"> ● Uses some number names and number language spontaneously. ● Uses some number names accurately in play. ● Recites numbers in order to 10. ● Notices simple shapes and patterns in pictures. ● Beginning to categorise objects according to properties such as shape or size. ● Knows that numbers identify how many objects are in a set. Sometimes matches numeral and quantity correctly. ● Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. ● Begins to make comparisons between quantities. ● Uses some language of quantities, such as 'more' and 'a lot'. ● Beginning to represent numbers using fingers, marks on paper or pictures. ● Compares two groups of objects, saying when they have the same number. ● Begins to use the language of size.
Summer 1	Summer 2
<ul style="list-style-type: none"> ● Uses positional language. ● Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'. ● Shows an interest in number problems. ● Knows that a group of things changes in quantity when something is added or taken away. ● Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'. ● Anticipates specific time-based events such as mealtimes or home time. ● Uses shapes appropriately for tasks. ● Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. 	<ul style="list-style-type: none"> ● Recites some number names in sequence. ● Creates and experiments with symbols and marks representing ideas of number. ● Uses some number names and number language ● spontaneously. ● Uses some number names accurately in play. ● Recites numbers in order to beyond 10. ● Knows that numbers identify how many objects are in a set. Sometimes matches numeral and quantity correctly. ● Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. ● Begins to make comparisons between quantities. ● Uses some language of quantities, such as 'more' and 'a lot'.

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