

| Autumn 1 | Autumn 2 |
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| <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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| | <ul style="list-style-type: none">• 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.• 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. |
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