

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

	<ul style="list-style-type: none"> <li>✓ Use everyday language to talk about weight, capacity, length and height.</li> <li>✓ Explore, estimate, compare and order the weight, capacity, length and height of everyday objects.</li> <li>✓ Recognise odd and even numbers (numicon)</li> </ul>
<p>Summer 1</p> <ul style="list-style-type: none"> <li>✓ Recognise, write and order numbers to 20 (splitting two digit numbers into tens and ones)</li> <li>✓ Exploring number bonds, addition and subtraction <ul style="list-style-type: none"> <li>• Add by combining two groups including zero</li> <li>• See addition as commutative.</li> <li>• Explore subtraction as partitioning into two sets and as taking away (reduction).</li> </ul> </li> <li>✓ Continue to develop comparative mathematical language when comparing two amounts including, more than, fewer than, greater than, less than etc.</li> <li>✓ Uses positional language.</li> <li>✓ Uses shapes appropriately for tasks. <ul style="list-style-type: none"> <li>• Sort 2-D shapes on the basis of one and two criteria</li> <li>• Use 2-D shapes to recognise, continue and create patterns</li> <li>• Be able to describe and sort 3-D shapes on the basis of one and two criteria</li> <li>• Recognise, complete and create patterns using 3-D shapes</li> <li>• Develop their reasoning skills using the known properties about shape</li> <li>• Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.</li> <li>• Selects a particular named shape.</li> <li>• Uses familiar objects and common shapes to create and recreate patterns and build models.</li> </ul> </li> <li>✓ Measures short periods of time in simple ways.</li> <li>✓ Uses everyday language related to time (knowing days of week, months, seasons).</li> <li>✓ Beginning to use everyday language related to money. <ul style="list-style-type: none"> <li>• Recognise the value of one penny and to recognise the value of coins</li> <li>• Explore different combinations of coins that total 5p and 10p</li> <li>• Explore different combinations of coins that total 20p</li> <li>• Be able to give change from ten pence</li> <li>• Be able to apply number sense within the context of money</li> </ul> </li> <li>✓ Orders and sequences familiar events.</li> <li>✓ 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"> <li>• To describe the capacities of objects and use language about capacity</li> <li>• To compare the volume of liquid in different containers</li> <li>• To compare the weights of objects and use language about weight</li> <li>• To begin to estimate the lengths of objects and then compare and order lengths</li> <li>• To measure objects using non-standard units and use language related to measure accurately</li> </ul> </li> </ul>	<p>Summer 2</p> <ul style="list-style-type: none"> <li>✓ Recognise, write and order numbers to 20+ (splitting two digit numbers into tens and ones). <ul style="list-style-type: none"> <li>• Be able to count up to 20 objects and place them in order</li> <li>• Be able to find one more and one greater than a number within 20</li> <li>• Be able to find one fewer and one less than a number within 20</li> </ul> </li> <li>✓ Counting forwards and backwards from 0—20 starting in different places</li> <li>✓ Continue to explore addition and subtraction <ul style="list-style-type: none"> <li>• Investigate number combinations within 20</li> <li>• In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</li> <li>• Practise addition and subtraction</li> <li>• Add and subtract zero</li> </ul> </li> <li>Counting in steps of 2, 5 and 10 <ul style="list-style-type: none"> <li>• Explore grouping objects in tens to find a total</li> <li>• Explore counting in groups of five</li> <li>• Solve problems involving doubling and halving.</li> <li>• See the relationship between doubling and halving.</li> <li>• Explore sharing objects into two equal groups</li> <li>• Explore sharing objects into equal groups</li> <li>• Explore sharing quantities into equal groups</li> <li>• Recognise the connection between sharing and grouping and solve practical problems.</li> </ul> </li> <li>✓ Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</li> <li>✓ Estimates how many objects they can see and checks by counting them.</li> <li>✓ Records, using marks that they can interpret and explain.</li> <li>✓ Begins to identify own mathematical problems based on own interests and fascinations.</li> <li>✓ Apply knowledge of number, shape and measures in their surrounding environment</li> </ul>