

	2-3	3-4	4-5
Maths	<ul style="list-style-type: none"> <li>•Combine objects like stacking blocks and cups. Put objects inside others and take them out again.</li> <li>•Take part in finger rhymes with numbers.</li> <li>•React to changes of amount in a group of up to three items.</li> <li>•Compare amounts, saying 'lots', 'more' or 'same'.</li> <li>•Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</li> <li>•Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'</li> <li>•Climb and squeezing selves into different types of spaces.</li> <li>•Build with a range of resources.</li> <li>•Complete inset puzzles.</li> <li>•Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.</li> <li>•Notice patterns and arrange things in patterns.</li> </ul>	<ul style="list-style-type: none"> <li>•Fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>•Recite numbers past 5.</li> <li>•Say one number for each item in order: 1,2,3,4,5.</li> <li>•Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> <li>•Show 'finger numbers' up to 5.</li> <li>•Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>•Experiment with their own symbols and marks as well as numerals.</li> <li>•Solve real world mathematical problems with numbers up to 5.</li> <li>•Compare quantities using language: 'more than', 'fewer than'.</li> <li>•Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</li> <li>•Understand position through words alone – for example, "The bag is under the table," – with no pointing.</li> <li>•Describe a familiar route.</li> <li>•Discuss routes and locations, using words like 'in front of' and 'behind'.</li> <li>•Make comparisons between objects relating to size, length, weight and capacity.</li> <li>•Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</li> <li>•Combine shapes to make new ones – an arch, a bigger triangle etc.</li> <li>•Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</li> <li>•Extend and create ABAB patterns – stick, leaf, stick, leaf.</li> <li>•Notice and correct an error in a repeating pattern.</li> <li>•Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</li> </ul>	<ul style="list-style-type: none"> <li>•Count objects, actions and sounds.</li> <li>•Subitise.</li> <li>•Link the number symbol (numeral) with its cardinal number value.</li> <li>•Count beyond ten.</li> <li>•Compare numbers.</li> <li>•Understand the 'one more than/one less than' relationship between consecutive numbers.</li> <li>•Explore the composition of numbers to 10.</li> <li>•Automatically recall number bonds for numbers 0–10.</li> <li>•Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</li> <li>•Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li> <li>•Continue, copy and create repeating patterns.</li> <li>•Compare length, weight and capacity.</li> </ul>

## Early Learning Goals

### Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

### Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Domain	Autumn	2-3	3-4	4-5
Number	4.9	-Take part in finger rhymes with numbers.	-Fast recognition of up to 3 objects, without having to count them individually ('subitising').	Numbers 1-5 - Count objects, actions and sounds. - Subitise 1-5. -Link the number symbol (numeral) with its cardinal number value (1-5) -Understand the 'one more than/one less than' relationship between consecutive numbers (1-5)
	11.9	-React to changes of amount in a group of up to three items.	-Recite numbers to 5.	
	18.9	-Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.	-Say one number for each item in order: 1,2,3,4,5.	
	25.9	-Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.	-Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').	
	2.10	Space: Climb and squeezing selves into different types of spaces.	Space: -Discuss routes and locations, using words like 'in front of' and 'behind'. -Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'	
Pattern	9.10	Notice patterns and arrange things in patterns.	Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.	Continue, copy and create repeating patterns. AB
Shape	16.10	-Complete inset puzzles.	Talk about and explore 2D (for example, circles, rectangles, triangles) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.	Talk about and explore 2D shapes using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. - recognise and name some -Compose and decompose flat shapes so that children recognise a shape can have other shapes within it, just as numbers can.
Number	6.11	-Take part in finger rhymes with numbers.	- Say one number for each item in order: 1,2,3,4,5.	Count objects, actions and sounds. Consolidation of 1-5, development of 6-10 -Subitise. 1-5 and begin to recognise 6-10 as combinations ie 3 and 3 pattern is 6 -Link the number symbol (numeral) with its cardinal number value. Consolidation of 1-5, development of 6-10 -Introduce double and half. -Introduce odd and even
	13.11	-Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.	-Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').	
	20.11	-Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' -Compare amounts, saying 'lots', 'more' or 'same'.	-Show 'finger numbers' up to 5. -Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. -Compare quantities using language: 'more than', 'fewer than'.	
	27.11	- Begin to Compare sizes, weights etc. using gesture and language - 'bigger/ little/smaller', 'high/low', 'tall', 'heavy'.	Make comparisons between objects relating to size, length and weight.	
Measure	4.12	- 'bigger/ little/smaller', 'high/low', 'tall', 'heavy'.		Make comparisons between and order objects relating to size, length.
Christmas	11.12		Christmas maths	

	Spring			
Number	2.1	-Take part in finger rhymes with numbers.	Fast recognition of up to 3 objects, without having to count them individually ('subitising'). •Recite numbers past 5. •Say one number for each item in order: 1,2,3,4,5. •Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). •Show 'finger numbers' up to 5. -Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. -Experiment with their own symbols and marks as well as numerals.	-Count objects, actions and sounds. -Subitise. -Link the number symbol (numeral) with its cardinal number value. -Compare numbers. -Understand the 'one more than/one less than' relationship between consecutive numbers. -Explore the composition of numbers to 10. -Introduce finding the difference.
	8.1	-React to changes of amount in a group of up to three items.		
	15.1	-Compare amounts, saying 'lots', 'more' or 'same'. -Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. -Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'		
Shape	22.1	-Combine objects like stacking blocks and cups. Put objects inside others and take them out again. -Complete inset puzzles.	-Talk about and explore 3D shapes (for example, cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. -Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.	-Talk about and explore 3D shapes (for example, cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. - recognise the 2D shapes within 3D shapes - Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
Pattern	29.1	- Notice patterns and arrange things in patterns.	-Extend and create ABAB patterns – stick, leaf, stick, leaf. -Notice and correct an error in a repeating pattern.	-Continue, copy and create repeating patterns. AB, AAB, ABB, ABC
Number	5.2	-Compare amounts, saying 'lots', 'more' or 'same'.	- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. -Experiment with their own symbols and marks as well as numerals. -Solve real world mathematical problems with numbers up to 5. -•Compare quantities using language: 'more than', 'fewer than'.	-Have a deep understanding of number to 10, including the composition of each number. -Subitise (recognise quantities without counting) up to 5. -Count to 20 and understand the composition of numbers as 10 and some more. -develop a deeper understanding of patterns within and relationships between numbers. - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10
	19.2	-Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.		
	26.2	-Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'		
	4.3	Begin to understand position through words alone – for example, "The bag is under the table,"	-Understand position through words alone – for example, "The bag is under the table," – with no pointing. -Describe a familiar route. -Discuss routes and locations, using words like 'in front of' and 'behind'.	
Measure	18.3	Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.	Make comparisons between objects relating to size, length, weight and capacity.	Make comparisons between objects relating to weight and capacity.
	25.3			-Know double facts to 10 -Recognise odd and even numbers.

	Summer			
Number	15.4	<p>Take part in finger rhymes with numbers.</p> <ul style="list-style-type: none"> <li>•React to changes of amount in a group of up to three items.</li> <li>•Compare amounts, saying 'lots', 'more' or 'same'.</li> <li>•Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</li> <li>•Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'</li> </ul>	<ul style="list-style-type: none"> <li>-Fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>•Recite numbers past 5.</li> <li>•Say one number for each item in order: 1,2,3,4,5.</li> <li>•Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> <li>•Show 'finger numbers' up to 5.</li> <li>•Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>•Experiment with their own symbols and marks as well as numerals.</li> <li>•Solve real world mathematical problems with numbers up to 5.</li> <li>•Compare quantities using language: 'more than', 'fewer than'.</li> </ul>	<ul style="list-style-type: none"> <li>-Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> <li>-Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> <li>- Verbally count beyond 20, recognising the pattern of the counting system</li> <li>- Count to 20 and understand the composition of numbers as 10 and some more.</li> <li>-multiplication (repeated addition) and division (sharing equally) in numbers to 20.</li> </ul>
	22.4			
	29.4			
	6.5			
	13.5			
Shape/ pattern	20.5	<p>Climb and squeezing selves into different types of spaces.</p> <ul style="list-style-type: none"> <li>•Build with a range of resources.</li> <li>•Complete inset puzzles.</li> <li>•Combine objects like stacking blocks and cups. Put objects inside others and take them out again.</li> </ul>	<ul style="list-style-type: none"> <li>-Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</li> <li>•Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</li> </ul>	<ul style="list-style-type: none"> <li>•Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</li> <li>•Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li> <li>•Continue, copy and create repeating patterns.</li> </ul>
Number	3.6	<p>Notice patterns and arrange things in patterns.</p>	<p>Pattern: Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</p> <ul style="list-style-type: none"> <li>•Extend and create ABAB patterns – stick, leaf, stick, leaf.</li> <li>•Notice and correct an error in a repeating pattern.</li> </ul>	<ul style="list-style-type: none"> <li>-Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>-Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>
	10.6			
Consolidation	17.6	<p>Measure Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.</p>	<p>Measure - Make comparisons between objects relating to size, length, weight and capacity.</p>	<p>Consolidation as needed to meet the ELG</p>
	24.6			
	1.7	<p>Consolidation as needed</p>	<ul style="list-style-type: none"> <li>-Understand position through words alone – for example, "The - bag is under the table," – with no pointing.</li> <li>-Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</li> </ul>	
	8.7	<p>Consolidation as needed</p>		
	15.7			
	22.7			