

Area of Learning	Aspect	Birth to 3	3 year olds and 4 year olds	Reception aged children	ELG
Mathematics	Numbers	<ul style="list-style-type: none"> -Combine objects like stacking blocks and cups. Put objects inside others and take them out again -Take part in finger rhymes with numbers -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 	<ul style="list-style-type: none"> -Fast recognition of up to 3 objects, without having to count them individually ('suitising') -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. -Experiments with their own symbols and marks as well as numerals 	<ul style="list-style-type: none"> -Count objects, actions and sounds -Subitise -Link the number symbol (numeral) with its cardinal number value -Count beyond 10 -Explore the composition of numbers to 10 -Automatically recall number bonds for numbers 0-10 	<ul style="list-style-type: none"> -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	<ul style="list-style-type: none"> -React to changes of amount in a group of up to three items -Compare amounts, saying 'lots', 'more' or 'same' -Climb and squeezing selves into different types of spaces -Build with a range of resources -Complete inset puzzles -Compare size, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy' -Notice patterns and arrange things in patterns. 	<ul style="list-style-type: none"> -Solve real world mathematical problems with numbers up to 5 -Compare quantities using language; 'more than', 'fewer than' -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' -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' -Make comparisons between objects relating to size, length, weight and capacity -Select shapes appropriately; flat surfaces for building, a triangular prism for a roof etc -Combine shapes to make new ones - an arch, a bigger triangle etc -Talk about and identify the patterns around them. For example, stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty' and 'blobs' -Extend and create ABAB patterns, stick, leaf, stick, leaf -Notice and correct an error in a repeating 	<ul style="list-style-type: none"> -Compare numbers -Understand the 'one more than/one less than' relationship between consecutive numbers -Select, rotate and manipulate shapes in order to develop spatial reasoning skills -Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can -Continue, copy and create repeating patterns -Compare length, weight and capacity 	<ul style="list-style-type: none"> -Verbally count beyond 20, recognising the pattern of the counting system -Compare quantities up to 10 in different contexts, recognising when 1 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.

			<p>pattern -Begin to describe a sequence of events, real or fictional using words such as 'first', 'then'.</p>		
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Autumn 1

Counting forwards and backwards with numbers 1-10 and using knowledge of numbers to say 1 more and 1 less.

Number recognition and formation.

Using objects and resources to add 2 groups.

Creating pictograms to compare quantities.

Exploring time through the daily calendar, using ordinal numbers for the date.

Recognising and describing 2D shapes then beginning to explore 3D.

Looking at repeating patterns using 2 and 3 colours.

Beginning to use language of length, weight and capacity.

Vocabulary - Capacity				Weight	Length
Long	Short	Medium	Full		
Empty	Half Full	Heavy	Light		
Balanced	Add	Equals	Most		
Least	More	Less	Fewest		
Behind	Under	In front	Next to		
Between					

Maths

Developing the language of weight using pan balances.

Developing the language of time through daily calendar activities.

Understanding routines and language such as before, after.

Continuing to use the language of position, building on prior knowledge.

Using Numicon for addition and beginning to explore recording.

Continuing to compare quantities through pictograms.

Continuing to count forwards and backwards, exploring 1 more and 1 less. Estimating then checking quantities by counting using 1-1 correspondence.

Beginning to use language of subtraction by taking away objects.

Continuing to explore length and order objects by length.

Vocabulary -

Before	After	Month	Date	Heavy	Light	Heavier
Lighter	Balanced	Under	Above			
Below	Behind	Next to	In front			
Between	Beside	Add	Plus	Equal	Together	More
Less	Fewer					
Estimate	Guess	Take away	Subtract			

Maths - Spring 1

Counting forwards and backwards with numbers 1-20 and continuing to use knowledge of numbers to say 1 more and 1 less.

Number recognition and formation.

Beginning to use the language of subtraction and using objects to take away, then recording these.

Continuing to explore time through the daily calendar, using ordinal numbers for the date and sequencing events in the day.

Recognising and describing 3D shapes and beginning to explore their properties.

Using language of part and whole to explore composition of number.

Vocabulary -

Season	Weather	Spring		
Change	Most	Least	More	Lesst
Fewest	Add	Plus	Total	
Altogether	Equals	Take away		
Subtract	Minus	Shape		
Sides	Corners	Properties		

Maths - Spring 2

Learning about weight and capacity using appropriate language.

Identifying 3D shapes in their environment and describing their properties.

Beginning to learn number bonds to 10. Using language of part and whole to explore composition of number.

Counting in 2s and 10s. Exploring doubling, halving and sharing. Explore the language of time through the daily calendar, using ordinal numbers for the date and sequencing events in the day.

Beginning to explore subtraction and using the appropriate language. For example, take away, difference, what is left.

Vocabulary -

Change	Most	Least	More	Less
Fewest	Add	Plus	Total	
Altogether	Equals	Take away		
Subtract	Minus	Shape		
Sides	Corners	Properties		

Maths - Summer 1

Counting forwards and backwards with numbers 1-20 and using knowledge of numbers to say 1 more and 1 less. Ordering numbers to 20 and finding the missing number using number lines.

Counting in 2s and 10s. Exploring doubling, halving and sharing. Using language of addition and subtraction. Using objects to add and subtract, then recording number sentences.

Learning number bonds to 10.

Continuing to explore time through the daily calendar, using ordinal numbers for the date and sequencing events in the day.

Recognising 3D shapes and describing their properties.

Recognising coins and their value and using combinations of coins to make a total amount.

Using pictograms to interpret data.

Revisiting weight and capacity using appropriate language.

Vocabulary -

Season Weather Summer

coin amount add subtract equals makes bond double half
fair same beat pattern sequence heavy light balanced full
empty half overflow

Maths - Summer 2

Counting forwards and backwards with numbers 1-20 and using knowledge of number to say 1 more and 1 less. Ordering numbers to 20 and finding the missing number using number lines.

Counting in 2s and 10s. Exploring doubling, halving and sharing. Using language of addition and subtraction. Using objects to add and subtract and then recording number sentences.

Learning number bonds to 10.

Continuing to explore time through the daily calendar, using ordinal numbers for the date and sequencing events in the day.

Recognising coins and their value and using combinations of coins to make a total amount.

Using pictograms to interpret data.

Revisiting weight and capacity using appropriate language.

Developing confidence and fluency in maths.

Vocabulary -

heavy light balanced full empty half overflow

amount add subtract equals makes bond double half fair
same Season Weather Summer