

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
NUMBER	<p>30-50</p> <ul style="list-style-type: none"> • Uses some number names and number language spontaneously • Uses number names accurately in play • Recites numbers in order to 10 • Knows that numbers identify how many are in a set • Shows an interest in numerals in the environment • Shows curiosity about numbers by offering comments or asking questions • Beginning to represent numbers using fingers, marks on paper or pictures • Realises not only objects, but anything can be counted, including steps, claps or jumps 	<p>30-50</p> <ul style="list-style-type: none"> • Shows an interest in representing numbers • Sometimes matches numeral and quantity correctly • Compares two groups of objects, saying when they have the same number • Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same • Shows an interest in number problems <p>40-60</p> <ul style="list-style-type: none"> • Recognises some numerals of personal significance • Recognises numerals 1-5, then 1-10 • Counts objects or actions which cannot be moved • Counts small groups using consistent 1:1 correspondence (up to 10) 	<p>40-60</p> <ul style="list-style-type: none"> • Counts objects to 10, and beginning to count beyond 10 • Counts out up to six objects from a larger group • Selects the correct numeral to represent 1 to 5, the 1 to 10 objects • Counts an irregular arrangement of up to 10 objects • Estimates how many objects are in a group and then checks by counting them 	<p>40-60</p> <ul style="list-style-type: none"> • Uses the language of 'more' and 'fewer' to compare two sets of objects • Finds the total of two groups by counting all of them • Says the number which is one more than a given number • Finds one more or one less from a group of up to five, and then ten objects • Records, using marks that they can interpret and explain <p>ELG</p> <ul style="list-style-type: none"> • Count reliably with numbers one to twenty • Place numbers in order from one to twenty • Beginning to understand place value in teen numbers (tens and units) 	<p>40-60</p> <ul style="list-style-type: none"> • In practical activities and discussions, beginning to use the vocabulary involved in adding and subtracting • Begins to identify own mathematical problems based on own interests and fascinations <p>ELG</p> <ul style="list-style-type: none"> • Says which number is one more or one less than a given number to 20 • Understands place value in teen numbers (tens and units) • Using quantities and objects, add and subtract two single-digit numbers, counting on or back to find the number • Shows an interest in solving problems involving doubling, halving and sharing 	<p>ELG</p> <ul style="list-style-type: none"> • Count reliably with numbers one to twenty • Place numbers in order from one to twenty • Says which number is one more or one less than a given number to 20 • Understands place value in teen numbers (tens and units) • Using quantities and objects, add and subtract two single-digit numbers, counting on or back to find the number • Solves problems involving doubling, halving and sharing
SPACE, SHAPE AND MEASURE	<p>30-50</p> <ul style="list-style-type: none"> • Shows interest in shapes in the environment • Shows awareness of similarities in shapes in the environment • Beginning to talk about the shapes of everyday objects, e.g. 'round', 'tall' • Shows an interest in shape and space by playing with shapes or making arrangements 	<p>30-50</p> <ul style="list-style-type: none"> • Uses positional language • Shows interest in shape by sustained construction activity or by talking about shapes or arrangements <p>40-60</p> <ul style="list-style-type: none"> • Uses familiar objects and common shapes to build models • Can describe their relative position such as 'behind' or 'next to' 	<p>40-60</p> <ul style="list-style-type: none"> • Orders and sequences familiar events • Uses everyday language related to time • Measures short periods of time in simple ways • Orders two or three items by length or height • Orders two items by weight or capacity • Beginning to use everyday language related to money 	<p>40-60</p> <ul style="list-style-type: none"> • Uses familiar objects and common shapes to create and recreate patterns • Beginning to use mathematical names for flat 2D shapes • Selects a particular named shape 	<p>40-60</p> <ul style="list-style-type: none"> • Beginning to use mathematical names for solid 3D shapes <p>ELG</p> <ul style="list-style-type: none"> • Recognises, creates and describes patterns • Uses everyday language to talk about size, weight, capacity, position, distance, time and money when comparing quantities and objects 	<p>ELG</p> <ul style="list-style-type: none"> • Explores characteristics of everyday objects and shapes and uses mathematical language to describe them • Uses everyday language related to size, weight, capacity, position, distance, time and money when solving problems