Mathematics Development

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Starting Point - 'Magical Me'	Starting Point - 'Sparkle & Shine'	Starting Point - 'What is your superpower?'	Starting Point - 'Once upon a time'	Starting Point - 'Our Wonderful World'	Starting Point - 'Imagine'
Areas of learning covered.	Recognising and counting numbers to 5. 2D Shapes. Number rhymes. Sequencing.		More than/less than. Size. Recognising and counting numbers beyond 5. Representing numbers. Subitising. Patterns. Positional Language.		2D and 3D shapes. Sequences. Size. Length. Weight and Capacity. Review of previously taught concepts.	
Nursery	To talk about what happened today, yesterday and	To count out a group of up to 5	To count out a group of up to 5	To identify, describe and compare groups	Practical problem solving with numbers	To count, order and recognise numbers to 5, in and out of

Skills	tomorrow.	objects.	objects.	of objects.	up to 5.	sequence.
	To count out a group of up to 5 objects.	To match number of objects to numeral.	Identify sets as having more than/less than each other.	To compare and order objects according to their weight and distance.	To select and use shapes appropriately in play, combining them to make models and enclosures.	To name and describe 2D shapes using simple language.
	To show an understanding of 1:1 counting to 5.	To show an understanding of 1:1 counting to 5.	To develop fast recognition of numbers.	To develop fast recognition of numbers.	To develop fast recognition of numbers.	To name some common 3D shapes and properties.
	Knowing that the last number you count represents the total number of objects.	Knowing that the last number you count represents the total number of objects.	To count up to 10.	To count up to 10.	To use relevant mathematical vocabulary when talking about learning.	To compare and order objects according to their size and distance.
	Talk about and explore 2D shapes		To show an awareness of how numerals are	To show an		

	using relevant mathematical vocabulary such as flat/sides/ round/ straight/ corners.	Talk about and explore 2D shapes using relevant mathematical vocabulary such as flat/sides/ round/ straight/ corners.	formed and to experiment with own mathematical mark making. To talk about and explore patterns in the environment.	awareness of positional language such as under/behind/ next to/over/ on top of. To independently create and talk about own patterns using a range of objects and resources.	To begin to make sensible comparisons between objects relating to size, length, weight and capacity. To begin to describe a sequence of events accurately. To recall simple facts about a familiar journey. To be able to correct an error in an AB repeating pattern.	To develop fast recognition of numbers. To use relevant mathematical vocabulary when talking about learning. To begin to describe a sequence of events accurately. To recall simple facts about a familiar journey.

Nursery Knowledge	Singing a range of number songs.	To say number names to 10 in order.	To create and repeat simple patterns.	To subitise to 3.	To subitise to 3.	To subitise to 3.
	To say number names to 5 in order.	To know that a group of objects can also be represented by a number.	To subitise to 3.	To know number order beyond 5 when counting.	To remember the order in which things happen.	To learn vocabulary linked to describing size and distance.
	To know that time can be measured using days.		To know number order beyond 5 when counting.	To use the language of more than and less than to compare amounts.	To know that subtraction means taking an amount away from a group.	To be able to say number names forwards and backwards to 15.
		Singing a range of number songs.			To know that some shapes more appropriate than others when building.	To remember the order in which things happen.
	To know that the last number said represents the total number of objects.	To know that the last number said represents the total number of objects.	To say number names to 10 in order.	To know that numbers can be ordered.		
					To remember different aspects of	To remember

	To show an awareness and name some 2D shapes in the environment.	To show an awareness and name some 2D shapes in the environment.	To be able to say number names forwards and backwards to 10. To know that each object should only be counted once. Singing a range of number songs.	To be able to demonstrate through games and role play an understanding of positional language. Singing a range of number songs.	a journey, e.g. "I walked over a bridge to get to school".	different aspects of a journey, e.g. "I walked over a bridge to get to school".

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	Autumn 1 Starting Point - 'Magical Me'	**Autumn 2** Starting Point - 'Sparkle & Shine'	**Spring 1** Starting Point - 'What is your superpower?'	**Spring 2** Starting Point - 'Once upon a time'	**Summer 1**	**Summer 2**

					Starting Point - 'Our Wonderful World'	Starting Point - 'Imagine'
Areas of learning covered.	1:1 counting. Recognising and ordering numbers to 10. Formation of written numbers. Subitising. Counting groups of objects. Pattern.		Money. Number bonds to 10. Counting to 20. Addition and subtraction. 2D & 3D Shapes.		Addition and subtraction. Time. Units of measurement. More/less. Recognising and ordering numbers to 20. Weight and Capacity. Length.	
Reception Skills	To count up to 10 objects with 1:1 correspondence. To match quantities to numeral.	To find the total of 2 groups of objects. To order numbers to 10. To identify 2D shapes and talk about their	To use non-standard units to measure length, weight and capacity. To use money during role play activities to buy items.	To use objects to solve addition and subtraction problems. To share objects between a group of people equally.	To know that addition and subtraction problems can be solved by counting forwards or backwards on a number line.	To know addition and subtraction problems can be solved by counting forwards or backwards on a number line. To use rulers

	To begin to recognise numbers automatically on a dice/card to 5. To begin to recognise numbers automatically on a dice/card to 5. To be able to count to 10 independently.	properties.	To begin to explore number bonds to 5. To be able to count to 20 independently.	To explore number bonds to 10.	To use rulers to measure length, scales to measure weight and jugs/containers to measure capacity. To read the time to O'clock on a digital and analogue clock.	to measure length, scales to measure weight and jugs/container s to measure capacity. To make observations of and compare length, weight and capacity.
Reception Knowledge	To say the number names to 10 in order. To recognise number to 10. To write numbers to 10, forming them correctly.	To know that addition involves combining two or more groups of objects. To begin to read addition number sentences.	To know the names of basic 2D shapes. To know the names of basic 3D shapes. To know that 2D shapes can have	To know that addition involves combining two or more groups of objects. To read addition number	To know that the word 'more' indicates that the group is getting larger. To know that the word 'less' indicates that a group is	To know the names of some 3D shapes. To know that 3D shapes can have faces, vertices and edges.

			corners and side.	sentences.	getting smaller.	
		To say number names to 10 in order.	To know that length, capacity and weight can all be measured.	To know that subtraction involves removing an object from a group.	To be able to count, order and recognise numbers to 20.	To know that addition involves combining groups of objects.
		To know the names of 2D shapes.	To know that money can be used to buy items.	To know the names of some 3D shapes.	To count forwards and backwards to 20.	
		To know that 2D shapes can have sides and corners.			To know that length, weight and capacity can be measured using standard units.	To read number addition sentences.
		To say the days of the week in order.	To understand and use a range of prepositions in everyday contexts.	To know that 3D shapes have faces, vertices and edges.		To be able to count, order and recognise numbers to 20.
		To begin to say the months of the year in order.	To know the difference between odd and even.	To be able to count, order and recognise	To know that halving means splitting a quantity in two and doubling means having two quantities of the	
		To know that patterns are				

		repeated designs.		numbers to 20.	same amounts.	
				To use a number line to help solve simple addition and subtraction number problems.	To know that sharing equally means everyone has the same amount of an object. To know that the long hand represents the minutes and the shorthand represents hours.	