

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.	

<p>Nursery Skills</p>	<p>To talk about what happened today, yesterday and tomorrow.</p> <p>To count out a group of up to 5 objects.</p> <p>To show an understanding of 1:1 counting to 5.</p> <p>Knowing that the last number you count represents the total number of objects.</p>	<p>To count out a group of up to 5 objects.</p> <p>To match number of objects to numeral.</p> <p>To show an understanding of 1:1 counting to 5.</p> <p>Knowing that the last number you count represents the total number of objects.</p>	<p>To count out a group of up to 5 objects.</p> <p>Identify sets as having more than/less than each other.</p> <p>To develop fast recognition of numbers.</p> <p>To count up to 10.</p>	<p>To identify, describe and compare groups of objects.</p> <p>To compare and order objects according to their weight and distance.</p> <p>To develop fast recognition of numbers.</p> <p>To count up to 10.</p>	<p>Practical problem solving with numbers up to 5.</p> <p>To select and use shapes appropriately in play, combining them to make models and enclosures.</p> <p>To develop fast recognition of numbers.</p> <p>To use relevant mathematical vocabulary when talking about learning.</p>	<p>To count, order and recognise numbers to 5, in and out of sequence.</p> <p>To name and describe 2D shapes using simple language.</p> <p>To name some common 3D shapes and properties.</p> <p>To compare and order objects according to their size and distance.</p>
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	<p>Talk about and explore 2D shapes using relevant mathematical vocabulary such as flat/sides/ round/ straight/ corners.</p>	<p>Talk about and explore 2D shapes using relevant mathematical vocabulary such as flat/sides/ round/ straight/ corners.</p>	<p>To show an awareness of how numerals are formed and to experiment with own mathematical mark making.</p> <p>To talk about and explore patterns in the environment.</p>	<p>To show an awareness of positional language such as under/behind/ next to/over/ on top of.</p> <p>To independently create and talk about own patterns using a range of objects and resources.</p>	<p>To begin to make sensible comparisons between objects relating to size, length, weight and capacity.</p> <p>To begin to describe a sequence of events accurately.</p> <p>To recall simple facts about a familiar journey.</p> <p>To be able to correct an error in an AB repeating pattern.</p>	<p>To develop fast recognition of numbers.</p> <p>To use relevant mathematical vocabulary when talking about learning.</p> <p>To begin to describe a sequence of events accurately.</p>
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						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.	Singing a range of number songs.	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.
	To know that the last number said represents the	To know that the last number said	To say number names to 10 in order.		To know that some shapes more appropriate than others when building.	To remember the order in which things happen.

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