	Nursery 2 year olds Mathematics		
	End of Autumn	**End of Spring**	**End of Summer**
Number	I can develop awareness of number names though rhymes and songs One Little Blue Fish (core Rhyme)	I can use number names (sometimes out of sequence) 2 Little Dicky Birds (core rhyme)	I can use some counting words accurately 12345 Fish Alive (core rhyme) **Key Vocabulary:** number names, more, how many ?
Shape , Space and Measure	I can build vertically with 6-7 blocks (stage 2 blockplay Froebel)	I can build vertically with7 + blocks	I can begin to build 'bridge like structures' incorporating balance (stage 3 blockplay Froebel) I can explore filling and emptying containers **Key Vocabulary**: full, empty, block, brick, build, fall down, taller

	Nursery F1 3-4 year olds Mathematics		
	End of Autumn	**End of Spring**	**End of Summer**
Number	I can recite some number names in sequence (up to 3) I can mark make and ascribe some concept of number to marks	Sort objects by one or more criteria Subitise up to 3 Understand more and use more than fewer than One to one correspondence Show fingers to 5 and recite past 5	I can use number names to 10 and sometimes accurately I can represent numbers using marks, fingers and digits I can say when two small groups have the same number of objects
Shape Space and Measure	I can fit shapes into board puzzles or shape sorters I have a developing understanding of full/empty concepts though filling and emptying a container. I can confidently balance with blocks (stage 3 blockplay Froebel)	Awareness of patterns and shapes in environment and talk about environment patterns Talk about shapes I can begin to use blocks to enclose a space	I can use taller, shorter, the same I can identify shapes: circle , square, triangle, rectangle (extended) I can find appropriate shapes for tasks I can create patterns and spot mistakes (moved from Spring) I can build enclosures with blocks (stage 4 blockplay Froebel)

	Reception F2 Mathematics		
	End of Autumn	**End of Spring**	**End of Summer**
Number	To recognise numbers 0-10 To recognise the different representations of that number To find that number from a larger group To find one more than a given number to 5 To find one more than a given number to 10 To find one less than a given number to 5 To find one less than a given number to 10 To use vocabulary related to more To use vocabulary related to less	To understand that numbers are made of part sand wholes To show that numbers can be arranged in different ways To know number bonds to 5 To know number bonds to 10 (2 parts) To know number bonds to 10 (3 parts) To double numbers To use vocab related to addition To add numbers to 10 To use vocab related to subtraction To subtract numbers to 10 To say what numbers are odd and even To recognise numbers 10-13 To recognise numbers 14-20 To make different representations of these numbers To count beyond 20 To recognise the patterns beyond 10	To know a quantity can change by adding more To know a quantity will change by taking away To group objects equally To share objects equally To build doubles of numbers To problem solve To understand patterns and relationships in numbers 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. 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. Year 1 Ready: I can work in whole class group

Shape, Space and Measures	**Measures** To compare size To compare mass To compare capacity **Geometry/Shape** To explore simple patterns To identify circles and triangles To recognise shapes in the environment To identify 4 sided shapes **Geometry/Position and direction** To use vocabulary related to position and direction To describe position To use language to describe the routine of the day	**Measures** To compare mass To explore mass To compare capacity To explore capacity To find a balance To explore length and height To compare length and height **Geometry/Shape** To recognise and name 3D shapes To identify more complex patterns To copy and continue patterns **Geometry/Position and direction** To talk about time To order and sequence time	**Measurement** To use the vocabulary of measurements accurately in my play To use the vocabulary of money, routines and time accurately in my play **Geometry/Shape** To name most 2D and some 3D shapes and discuss their similarities and differences **Geometry/Position and Direction** To use positional language accurately in my play