

Numbe

- •Stamps, claps, the right number of times with adult support.
- •Selects one item from a group.
- •Selects a small number of objects from a group when asked (e.g. 'please give me two').

Place value/cardinality

- •Can say how old they are.
- •Recognises when something is a numeral.
- •Counts to 2 and says the number 2.

Counting (including pattern)

- •Counts in everyday contexts, sometimes skipping numbers '1-2-3-5.'
- •Counts as part of play.
- •Says some counting words randomly.

Comparison

- •Knows that there are more children if another joins the group.
- •Compares amounts showing a preference for the amount they would like.
- •Compares amounts, saying 'lots'.

Calculation

- •Knows that there are more children if another joins the group.
- •Can find one cube, pencil, shape etc when asked.
- •Can hold 1 finger on each hand and count two.

Number

- •Displays counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.
- •Recites some number names in sequence (not necessarily understanding at this stage).
- •Mark make and ascribe some concept of number to the marks
- •Begins to recognise that each counting number is one more than the one before. Shows 'finger numbers' up to 5.
- •Begins to use understanding of numbers to solve practical problems in play and meaningful activities.
- •Through play and exploration, begins to learn that numbers are made up (composed) of smaller numbers.

Place value/cardinality

- •Explores using a range of their own marks and signs to which they ascribe mathematical meanings.
- •Brings one or two objects when an adult requests.
- •Subitises one, two and three objects (without counting).
- •Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle).
- •Recognises numerals to five and starts to link them to amounts up to five and maybe beyond.
- Fast recognition of up to three objects, without having to count them individually ('subitising').

Measures

- •Compares sizes, weights etc. using gesture and language 'high/low'.
- •Compares sizes, weights etc. using gesture and language 'tall', 'short'.
- •Fills and empties containers. Can associate a sequence of actions with daily routines. Begins to understand that things might happen 'now'.

Shape

- •Shows awareness of how to navigate their bodies around the space.
- •Can use blocks to create own simple structures and arrangements.
- Attempts, sometimes successfully, to fit shapes into spaces on inset boards or jiqsaw puzzles.

Pattern

- •Shows an interest in pictures, items etc arranged in patterns.
- •Notices patterns and arranges things in patterns.
- •I know that things exist, even when out of sight.

Measures

- •Compares sizes, weights etc. using gesture and language, e.g., bigger, little, smaller, high, low, tall, heavy.
- •Investigates different measures and notices differences.
- •Begins to describe a sequence of events, real or fictional, using words such as "first", "then...".
- •Makes comparisons between objects relating to size, length, weight and capacity.
- •In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items.
 Recalls a sequence of events in everyday life and stories.

Shane

- •Builds with a range of resources.
- •Talks about what they build and what they have used.
- •Shows awareness of shape similarities and differences between objects.
- •Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes.
- Selects shapes appropriately: flat surfaces for building a triangular prism for a roof etc.
- •Attempts to create arches and enclosures when building, using trial and improvement to select blocks.
- •Chooses items based on their shape which are appropriate for the child's

Nursery (F1)

Nursery (F0)



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Cai	ıсш	lation

- Reacts to changes of amount in a group of up to three items.
- Explores placing objects in different groups and combining these groups.
- Knows the total of two groups is bigger than the individual group.
- Says when two small groups have the same number of objects.
- Solves real-world mathematical problems with numbers up to 5.
- Separates a group of three or four objects in different ways, begins to recognise that the total is still the same.

Counting (including pattern)

- Counts in everyday contexts, sometimes skipping numbers.
- •Takes part in finger rhymes with numbers.
- •May enjoy counting verbally as far as they can go.
- •Uses some number names and number language within play, and may show fascination with large numbers. Recites numbers past 5. Says one number for each item in order: 1, 2, 3, 4, 5.
- •Links numerals and amounts: for example, shows the right number of objects to match the numeral, up to 5.
- •Points or touches (tags) each item, says one number for each item, uses the stable order of 1, 2, 3, 4, 5. Begins to recognise numerals 0 to 10

Comparison

- •Compares amounts and says more.
- •Compares amounts and says same.
- •Compares amounts using words, e.g., 'lots' or 'same'.
- •Shows an understanding of simple comparisons like 'more'.
- •Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g., You've got two, I've got two. Same!'.

purposes.

Responds to both informal language and common shape names.

Pattern

- •Completes inset puzzles.
- •Notices patterns and arranges things in patterns.
- •Sorts objects using one simple criteria.
- •Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next.
- •Explores and adds to simple linear patterns of two or three repeating items, e.q., stick, leaf (AB) or stick, leaf. stone. (ABC).
- •Creates their own spatial patterns showing some organisation or regularity.
- •Notices and corrects an error in a repeating pattern.

	objects
	•Identify a set
	•Sort Objects to a typ
	•Explore sorting
=	techniques
3	•Create sorting rules

Match objects

Match pictures and

•Compare amount •Find 0, 1, 2, 3,45, 6,7,8,9,10 •Subitise 0, 1, 2, 3, 4, 5,6,7,8,9,10 •Represent 0, 1, 2,

3,4,5,6,7,8,9,10

4, 5,6,7,8,9,10

Composition of 1, 2, 3,

•1 more •1 less •Composition of 1, 2, 3, 4, 5,6,7,8,9,10 •Combine two groups •Bonds to 10 (2 parts) •Make arrangements of •Bonds to 10 (3 parts) •Doubles to 10 (find a double) •Doubles to 10 (make a double) •Add more •How many did I add?

•-ake Away

- •Make pairs- odd and •Double to 8 (find a double) •Double to 8 (make a double) •Explore halves
- •Explore halves

Measures •Compare size

- •Compare mass
- •Compare and explore capacity
- •Find a balance
- •Explore length
- •Compare length
- •Explore height
- •Compare height
- •Talk about Time
- •Order and sequence time
- •My Day and Night
- •Spatial reasoning, including visualising objects from different positions, giving instructions and creating simple maps

Patterns

- •Explore simple patterns
- •Copy and continue simple patterns
- •Create simple patterns
- •Identify more complex patterns
- •Copy and continue patterns
- •Patterns in the environment

Shapes

Circles and Triangles

- •Identify and name circles and triangles
- •Compare circles and triangles
- •Identify shapes in the environment
- •Describe position



	•Composition •Conceptual subitising •Build numbers beyond 10 (10-13 •Continue patterns beyond 10 •Build Numbers beyond 10 (14-20) •Verbal counting beyond 20 •Verbal counting patterns	•-How many did I take away?						4 Sided Shapes •Identify and name shapes with 4 sides •Combine shapes with 4 sides •Identify shapes in the environment •Recognise and name 3D shapes •Find 2D shapes within 3D shapes •Use 3D shapes for tasks •3D shapes in the environment •Select shapes for a purpose •Rotate shapes •Manipulate shapes •Explain shape arrangements •Compose shapes •Decompose shapes •Copy 2D shape pictures	
	Place Value	Addition & Subtraction	Multiplication & Division	Fractions	Ratio, Proportion & Algebra	Measurement	Ceometry 2D Shapes recognise and name common 2- D shapes [for example, rectangles (including squares), circles and triangles] Aut 3 3D Shapes recognise and name common 3- D shapes [for example, cuboids (including cubes), pyramids and spheres] Aut 3 Position & Direction describe position, direction and movement, including whole, half, quarter		Statistics
Year 1	Count Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number Count numbers to 100 in numerals; count in multiples of twos, fives and tens Aut 1, Spr 1, Spr 3, Sum 4 Represent Identify and represent numbers using objects and pictorial representations	Calculations Add and subtract one- digit and two digit numbers to 20, including zero Aut 2, Spr 2 Problems Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? — 9 Aut 2	Problems Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher Sum 1	Recognise & Write Recognise, find and name a half as one of two equal parts of an object, shape or quantity Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity Sum 2	Algebra Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? — 9 Aut 2	Using Measures compare, describe and solve practical problems for: lengths and heights, mass/weight, capacity and volume, time Measure and begin to record the following: lengths and heights, mass/weight, capacity and volume, time (hours, minutes, seconds) Spr 4, Spr 5, Sum 6 Money Recognise and know the value of different denominations of coins			



	Read and write					and notes	and three-quarter turns	
	numbers to 100 in					Sum 5	Sum 3	
	numerals							
						Time		
	Read and write					Sequence events in		
	numbers from 1 to 20					chronological order		
	in numerals and words					using language [for		
	Aut 1, Spr 1, Spr 3,					example, before and		
	Sum 4					after, next, first, today,		
	Julit 4							
						yesterday, tomorrow,		
	Use and Compare					morning, afternoon and		
	given a number,					evening]		
	identify one more and							
	one less					Recognise and use		
	Aut 1, Spr 1, Spr 3,					language relating to		
	Sum 4					dates, including days of		
						the week, weeks,		
						months and years		
						months and gears		
						Tell the time to the		
						hour and half past the		
						hour and draw the		
						hands on a clock face		
						to show these times		
						Sum 6		
	Place Value	Addition &	Multiplication &	Fractions	Ratio, Proportion	Measurement	Geometry	Statistics
		Subtraction	Division		& Algebra			
	Count	Calculations	Recall / Use	Recognise & Write	Algebra	Using Measures	2D Shapes	Present & Interpret
	Count in steps of 2, 3,	Add and subtract	Recall and use	Recognise, find, name	Recognise and use the	Choose and use	Identify and describe	Data
	and 5 from 0, and in	numbers using concrete	multiplication and	and write fractions 1/3,	inverse relationship	appropriate standard	the properties of 2-D	Interpret and construct
	tens from any number,	objects, pictorial	division facts for the 2,	1/4 , 2/4 and 3/4 of a	between addition and	units to estimate and	shapes, including the	simple pictograms, tally
	forward and backward	representations, and	5 and 10 multiplication	length, shape, set of	subtraction and use	measure length/height	number of sides and	charts, block diagrams
7	Aut 1	mentally, including: a	tables, including	objects or quantity	this to check	in any direction (m/cm);	line symmetry in a	and simple tables
		two-digit number and	recognising odd and	Sum 1	calculations and solve	mass (kg/g);	vertical line	Sum 3
Year		ones, a two-digit	even numbers		missing number	temperature (°C);		
>	Represent	number and tens, two			problems	capacity (litres/ml) to	11 0.0	6 1 6
	Read and write	two-digit numbers,	CI .I .	Compare	p. 30 (ciris	the nearest appropriate	Identify 2-D shapes on	Solve Statistical
	numbers to at least	adding three one digit	Show that	Recognise the		unit, using rulers,	the surface of 3-D	Problems
	100 in numerals and in	numbers	multiplication of two	equivalence of 2/4 and		scales, thermometers	shapes, [for example, a	Ask and answer simple
	words		numbers can be done in	1/2			circle on a cylinder and	questions by counting
		Aut 2	any order	Sum 1		and measuring vessels	a triangle on a	the number of objects
			(commutative) and				pyramid]	in each category and
								sorting the categories
								by quantity
								- 5 -1



Identify, represent and estimate numbers using different representations, including the number line

Aut 1

Use and Compare

Recognise the place value of each digit in a two-digit number (tens, ones) • compare and order numbers from 0 up to 100; use and = signs Aut 1

Problems / Rounding

Use place value and number facts to solve problems

Aut 1

Problems

Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures, applying their increasing knowledge of mental and written methods Aut 2

division of one number by another cannot Spr 2

Calculations

Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs

Spr 2

Problems

Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts Spr 2

Calculations

Write simple fractions for example, 1/2 of 6 = 3

Money

Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value Find different combinations of coins that equal the same amounts of money

Compare and order

volume/capacity and

record the results using

lengths, mass,

>, < and =

Spr 3, Spr 4

Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
Spr 1

Time

Compare and sequence intervals of time
Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times

Know the number of minutes in an hour and the number of hours in a day Sum 2 Compare and sort common 2-D shapes and everyday objects Aut 3

3D Shapes

Recognise and name common 3- D shapes [for example, cuboids (including cubes), pyramids and spheres]

Compare and sort common 3-D shapes and everyday objects Aut 3

Position & Direction

Order and arrange combinations of mathematical objects in patterns and sequences

Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise)

Sum 4

Ask and answer questions about totalling and comparing categorical data