



Indicates ELG in Reception

| Nursery  | Reception   |  |   | Year 1  |
|--|---|--|---|---|
|  | AUTUMN  | SPRING   | SUMMER  |   |
| NUMBER   |   |  |   |   |
| begin to describe a sequence of events   | Can say numbers in order  |  |   | count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number  |
| recite numbers past 5  |   |  |   | count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens  |
| show 'finger numbers' up to 5  |   |  |   | read and write numbers from 1 to 20 in numerals and words.  |
| say one number for each item in order  | Can match one number name to each object  | Can link the number symbol with the number value   |   | identify and represent numbers using objects and pictorial representations including the number line  |
| link numerals and amounts  |   |  |   |   |
| know that the last number reached when counting a small set of objects tells you how many there are in total |   |  |   |   |
| develop fast recognition of up to 3 objects, without having to count them individually                       | Estimate how many before counting   | Say how many they can see when looking at small quantities in familiar and unfamiliar arrangements               |   |   |
|  | Can subitise to 5   |  | ELG: Subitise up to 5   |   |
|  | Is beginning to recognise different ways that 5 can be made                       | Can recognise the different ways numbers can be made to 5 and beginning to apply this knowledge to numbers to 10 | ELG: Have a deep understanding of numbers to 10, including the composition of each number   |   |
|  |   | Can link Subtraction facts to the composition of numbers to 5  |   | represent and use number bonds and related subtraction facts within 20  |
|  |   | Is becoming familiar with the tens structure of the number system  | ELG: Automatically recall number bonds to 5. Recall some number bonds to 10 including doubling facts  | add and subtract one-digit and two-digit numbers to 20, including zero  |
|  |   | Can recall some doubling facts to 10   |   | represent and use number bonds and related subtraction facts within 20  |
| NUMERICAL PATTERNS   |   |  |   |   |
|  | Can share objects equally from a group  | Can count beyond 10 and is noticing patterns within the number and the structure of counting                     | ELG: Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally | count in multiples of twos, fives and tens  |
|  | Counts objects to 10 accurately using one to one correspondence                   |  | ELG: Verbally count beyond 20, recognising the pattern of the counting system   |   |
|  | Recognise numbers to 10 and can put them in order.                                |  |   |   |
| talk about and identify the patterns around them   | Is familiar with two digit numbers and is beginning to notice patterns in them    |  |   |   |
| compare quantities using language 'more than' and 'fewer than'   | Can identify when objects have the same, less than or more than.                  | Can understand the one more than and one less than relationship between consecutive numbers                      | ELG: Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as another quantity  | given a number, identify one more and one less  |
|  |   |  |   | use the language of: equal to, more than, less than (fewer), most, least  |
| SHAPE  |   |  |   |   |
| combine shapes to make new ones,   | Is beginning to develop spatial reasoning skills by manipulating different shapes | Can use mathematical language to compare shape and size  | Can notice that shapes can contain other shapes within them just as numbers can   | recognise, find and name a half as one of two equal parts of an object, shape or quantity   |
| select shapes appropriately such as flat surfaces for building or a triangular prism for a roof              | Can use some shape names  |  |   | recognise, find and name a quarter as one of four equal parts of an object, shape or quantity   |
| talk about and explore 2D and 3D shapes  |   |  |   | recognise and name common 2-D and 3-D shapes, including:<br>2-D shapes [e.g. rectangles (including squares), circles and triangles]<br>3-D shapes [e.g. cuboids (including cubes), pyramids and spheres].   |
| understand position through words alone  |   | Understands prepositional language   | describe position, direction and movement, including half, quarter and three-quarter turns.   |   |
| describe a familiar route  |   |  |   |   |
| discuss routes and locations, using words like 'in front of' and 'behind'                                    |   |  |   |   |
| make comparisons between objects relating to size, length, weight and capacity                               |   | Can compare length, weight and capacity  |   | compare, describe and solve practical problems for:<br>lengths and heights [e.g. long/short, longer/shorter, tall/short, double/half]<br>mass/weight [e.g. heavy/light, heavier than, lighter than]<br>capacity and volume [e.g. full/empty, more than, less than, half, half full, quarter]<br>time [e.g. quicker, slower, earlier, later] |
|  |   |  |   | recognise and know the value of different denominations of coins and notes  |
| extend and create ABAB patterns  | Can create a repeated pattern with colour and shape                               | Can continue, copy and create repeated patterns  |   | sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening  |
| TERMINOLOGY  |   |  |   |   |
|  | more than, less than, fewer, the same as, equal to                                |  |   |   |