

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	Areas of Learning covered	Recognising and counting numbers to 5. 2D Shapes. Number rhymes. Sequencing.		One more/less. Size. Recognising and counting numbers beyond 5. Representing numbers. Subitising. Patterns. Positional Language.		2D and 3D shapes. Sequencing. Size. Length. Weight and Capacity. Review of previously taught concepts. Positional Language.	
	Skills	<p>To talk about what happened today, yesterday and tomorrow. (Au1)</p> <p>To count out a group of up to 5 objects. (Au1)</p> <p>To show an understanding of 1:1 counting to 5. (Au1)</p> <p>Knowing that the last number you count represents the total number of objects (Au1)</p> <p>Talk about and explore 2D shapes using relevant mathematical vocabulary such as flat/sides/ round/ straight/ corners (Au1)</p>	<p>To count out a group of up to 5 objects. (Au2)</p> <p>To match number of objects to numeral. (Au2)</p> <p>To show an understanding of 1:1 counting to 5. (Au2)</p> <p>Knowing that the last number you count represents the total number of objects (Au2)</p> <p>Talk about and explore 2D shapes using relevant mathematical vocabulary such as flat/sides/ round/ straight/ corners (Au2)</p>	<p>To count out a group of up to 10 objects. (Sp1)</p> <p>One more/less using a number line. (Sp1)</p> <p>To develop fast recognition of numbers. (Sp1)</p> <p>To count up to 10. (Sp1)</p> <p>To show an awareness of how numerals are formed and to experiment with own mathematical mark making. (Sp1)</p> <p>To talk about and explore patterns in the environment (Sp1)</p>	<p>To identify, describe and compare groups of objects. (Sp2)</p> <p>To compare and order objects according to their weight and distance. (Sp2)</p> <p>To develop fast recognition of numbers. (Sp2)</p> <p>To count up to 10. (Sp2)</p> <p>To show an awareness of positional language such as under/behind/ next to/over/ on top of. (Sp2)</p> <p>To independently create and talk about own patterns using a range of objects and resources. (Sp2)</p>	<p>Practical problem solving with numbers up to 5. (Su1)</p> <p>To select and use shapes appropriately in play, combining them to make models and enclosures. (Su1)</p> <p>To develop fast recognition of numbers. (Su1)</p> <p>To use relevant mathematical vocabulary when talking about learning. (Su1)</p> <p>To begin to make sensible comparisons between objects relating to size, length, weight and capacity. (Su1)</p>	<p>To count, order and recognise numbers to 10, in and out of sequence. (Su2)</p> <p>To name and describe 2D shapes. (Su2)</p> <p>To name some common 3D shapes and properties. (Su2)</p> <p>To compare and order objects according to their size and distance. (Su2)</p> <p>To develop fast recognition of numbers. (Su2)</p> <p>To use relevant mathematical vocabulary when talking about learning. (Su2)</p>

						<p>To begin to describe a sequence of events accurately. (Su1)</p> <p>To recall simple facts about a familiar journey. (Su1)</p>	<p>To begin to describe a sequence of events accurately. (Su2)</p> <p>To recall simple facts about a familiar journey. (Su2)</p>
	Knowledge	<p>Singing a range of number songs. (Au1)</p> <p>To say number names to 5 in order. (Au1)</p> <p>To know that time can be measured using days. (Au1)</p> <p>To know that the last number said represents the total number of objects (Au1)</p> <p>To show an awareness and name some 2D shapes in the environment. (Au1)</p>	<p>To say number names to 10 in order. (Au2)</p> <p>To know that a group of objects can also be represented by a number (Au2)</p> <p>Singing a range of number songs. (Au2)</p> <p>To know that the last number said represents the total number of objects (Au2)</p> <p>To show an awareness and name some 2D shapes in the environment. (Au2)</p>	<p>To create and repeat simple patterns. (Sp1)</p> <p>To subitise to 3. (Sp1)</p> <p>To know number order beyond 5 when counting. (Sp1)</p> <p>To say number names to 10 in order. (Sp1)</p> <p>To be able to say number names forwards and backwards to 10. (Sp1)</p> <p>To know that each object should only be counted once. (Sp1)</p> <p>Singing a range of number songs. (Sp1)</p>	<p>To subitise to 3. (Sp2)</p> <p>To know number order beyond 5 when counting. (Sp1)</p> <p>To use the language of more and less to compare amounts. (Sp2)</p> <p>To know that numbers can be ordered. (Sp2)</p> <p>To be able to demonstrate through games and role play an understanding of positional language. (Sp2)</p> <p>Singing a range of number songs. (Sp2)</p>	<p>To subitise to 6. (Su1)</p> <p>To remember the order in which things happen. (Su1)</p> <p>To know that subtraction means taking an amount away from a group. (Su1)</p> <p>To know that some shapes more appropriate than others when building. (Su1)</p> <p>To remember different aspects of a journey, e.g. "I walked over a bridge to get to school". (Su1)</p>	<p>To subitise to 6. (Su2)</p> <p>To learn vocabulary linked to describing size and distance. (Su2)</p> <p>To be able to say number names forwards and backwards to 15. (Su2)</p> <p>To remember the order in which things happen. (Su2)</p> <p>To remember different aspects of a journey, e.g. "I walked over a bridge to get to school". (Su2)</p>