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|  | Term One | Term Two | Term Three |
| N  U  M  B  E  R | Count orally during number rhymes, jingles and stories.  Count forwards from 1, within 5.  Count forwards from different starting points, within 5.  Recognise spoken numerals within 5.  Read numerals within 5.  Write numerals within 5.  Know the number “after” within 5.  Identify missing numbers in a sequence, within 5.  Order a set of consecutive numbers within 5 (increasing and decreasing).  Look for and talk about patterns in the environment.  Copy simple repeating patterns using concrete materials or pictures.  Understand one to one correspondence by matching.  Touch count sets of objects within 5, understanding that the size of the set is given by the last number in the count.  Make a variety of sets for a given number within 5.  Match numerals to sets within 5.  Order sets of up to 5 objects.  Understand conservation of number within 5.  Partition sets into sub-sets, within 5.  Combine sets to find a total, within 5.  Use money in the context of play.  Understand the idea of exchanging goods for money.  Sort a variety of coins. | Count forwards from 1, within 10.  Count forwards from different starting points, within 10.  Count backwards from 5 to 1.  Count backwards from 10 to 1.  Count forwards / backwards (hiccup counting) within 10.  Extend range of counts to include 0.  Recognise spoken numerals within 10.  Read numerals within 10.  Write numerals within 10.  Know the number “after” within 10.  Know the number “before” within 5, then within 10.  Know the number “between” within 5, then within 10.  Identify missing numbers in a sequence, within 10.  Order a set of consecutive numbers within 10 (increasing and decreasing).  Continue simple repeating patterns using concrete materials or pictures.  Touch count sets of objects within 10, understanding that the size of the set is given by the last number in the count.  Understand that 0 means none.  Make a variety of sets for a given number 0- 10.  Match numerals to sets 0-10.  Order sets of up to 10 objects.  Understand conservation of number within 10.  Compare the size of two sets by matching and counting, within 10, saying which has more / less; how many more / less; identifying two sets which are the same size.  Partition sets into sub-sets, within 10.  Combine sets to find a total, within 10.  Recognise 1p and £1 coins.  Use 1p coins in shopping activities – buy 1 item at a time, no change.  Use £1 coins in shopping activities – buy 1 item at a time, no change. | Count backwards from different starting points within 10  Count forwards from different starting points within 15.  Count backwards from different starting points within 15  Recognise spoken numeral s, within 15.  Read numerals within 15.  Write numerals within 15.  Order a set of non-consecutive numbers within 10 (increasing and decreasing).  Devise simple repeating patterns using concrete materials or pictures.  Make and talk about patterns using numbers, e.g setting objects out in pairs.  Touch count sets of objects within 15, understanding that the size of the set is given by the last number in the count.  Make a variety of sets for a given number within 15.  Match numerals to sets within 15.  Subitise (say how many are is a set, *without* touch counting) within 5.  Compare the size of two sets by matching and counting, within 15, saying which has more / less; how many more / less.  Estimate number of objects in a set (e.g. more than or less than 5) within 10  Add two numbers practically, within 10, using a range of formal mathematical language.  Mentally add 1 to a number, answers within 10.  Mentally add 2 to a number, answers within 10.  Mentally add 0 to a number, answers within 10.  Recognise 1p, 2p and 5p coins.  Use 1p coins in shopping activities – buy 2 items at a time (total within 5p), no change.  Discuss choices involving money and shopping:  What to buy, spend or save? cheap, or expensive? Etc. |
| PROCESSES | Select, with help from the teacher, materials and equipment for a task. Use, with teacher support, mathematical materials. Solve everyday problems in the classroom or in role play. Solve problems based on stories.Use informal language to respond to questions and to talk about their work. Understand and use mathematical language. Explore, through discussion, simple open-ended questions. Begin to talk about how a task might be approached. Begin to recognise simple patterns and say what comes next. | | |
|  | Term One | Term Two | Term Three |
| M  E  A  S  U  R  E  S | Understand and use language associated with length.  Understand and use language associated with weight  Understand and use language associated with capacity.  Understand and use language associated with time. | Compare and talk about the length/ height of two objects.  Compare and talk about the weight of two objects: by handling; using balance scales.  Compare and talk about the capacity of two containers.  Talk about and sequence up to 3 familiar events.  Understand the concept of area as the idea of covering a surface. | Given one object, find another object which is longer/shorter; taller / shorter, and prove their choice is correct by direct comparison, using comparative language.  Given one object, find another object which is heavier/lighter, and prove their choice is correct by using balance scales, using comparative language.  Given one container, find another object which hold more/holds less, and prove their choice is correct by filling one container and pouring into the other, using comparative language.  Talk about events in the present, in the past and in the future.  Recognise special times on the clock face.  Compare and talk about the area of 2 surfaces by placing one on top of the other. |
| S S  H P  A & A  P C  E E | Talk about shapes in the environment.  Copy simple patterns  Explor Explore body space through different types of movement | Make and describe models, patterns and pictures using a variety of materials.  Sort 2D and 3D shapes for one criterion and talk about their sorting (e.g. by number of sides).  Continue simple patterns  Follow instructions for movement along a line. | Use everyday language to describe familiar 2D and 3D shapes.  Devise own simple patterns.  Recognise simple directional symbols in the environment. |
| H  A  N D  D A  L T  I A  N  G | Sort, without direction, random collections of materials in a range of ways, talk about the sorting.  Sort one property sets for one criterion. | Sort two property sets for one criterion, then re-sort the set for a second criterion.  Use mapping diagrams to show relationships between members of two sets. | Sort three property sets for one criterion, then re-sort the set for a second criterion, then re-sort for a third criterion.  Talk about possible areas for data collection, and represent this data using objects.  Talk about the representation and draw some conclusions (e.g. say which is the favourite type of pet). |