

	Numbers			Shape, Space and Measures		
	Counting	Addition and Subtraction	Multiplication and Division	Shape and Space	Measures	Pattern
Outcome	Chant numbers in order 1–10 <i>Week 1</i>	Recognise up to six fingers or dots on a dice/domino without counting <i>Week 3; 5</i>		Begin to use the language of position to describe a simple location, e.g. behind or next to <i>Week 4</i>	Talk about their daily routine using key vocabulary; order and sequence familiar events <i>Week 4</i>	Copy, continue and begin to create repeating patterns of objects, colours, shapes, sounds and actions <i>Week 2</i>
	Estimate a set of objects or images up to 10 <i>Week 1</i>	Partition a set of five objects into two sets <i>Week 5</i>		Move an object into position following a simple instruction, e.g. under the table <i>Week 4</i>	Recite the days of the week in order <i>Week 4; 8</i>	
	Recognise numerals 1–5 <i>Week 1</i>	Partition a set of six objects into two sets <i>Week 5</i>		Begin to use mathematical names for 2D shapes: circle, triangle, square, rectangle <i>Week 8</i>	Use everyday language related to time, e.g. morning, afternoon, evening, lunchtime, after two sleeps, yesterday, today and tomorrow <i>Week 4; 8</i>	
	Count actions or images or items which cannot be moved, e.g. claps, dotty cards, bricks in a tower <i>Week 1; 3</i>	Begin to read and understand number sentences <i>Week 5</i>		Say how many sides and corners a simple 2D shape has <i>Week 8</i>	Compare two lengths or heights using direct comparison <i>Week 6</i>	
	Recognise numerals 1–10 <i>Week 1; 3; 7</i>	Begin to know number pairs to 5 by heart <i>Week 5</i>		Select a particular 2D shape and use mathematical terms to describe it <i>Week 8</i>	Order three or four items in relation to length or height <i>Week 6</i>	
	Count to find out how many in a set up to 5, matching spoken numbers to objects (including irregular arrangements) <i>Week 1; 3; 7; 10</i>	Say the number one more than a given number up to 10 <i>Week 10</i>			Understand that the capacity of a container is a measure of how much it holds <i>Week 6</i>	
	Count to find out how many in a set up to 10, matching spoken numbers to objects (including irregular arrangements) <i>Week 1; 3; 7; 9; 10</i>	Say the number one less than a given number up to 10 <i>Week 10</i>			Compare two capacities using direct comparison and using the language of full, half-full and empty <i>Week 6</i>	
	Chant numbers in order 1–20 <i>Week 3; 7</i>				Begin to use mathematical vocabulary associated with measures, e.g. longer, shorter, taller <i>Week 6</i>	

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Outcome	Recognise numerals 1–20 <i>Week 7</i>				Begin to recognise the seasons <i>Week 8</i>	
	Begin to use the language of more and fewer to compare sets of objects <i>Week 7</i>				Begin to recognise coins and to understand that different coins have different values <i>Week 9</i>	
	Begin to compare and order numbers to 10 <i>Week 7</i>					
	Begin to write numerals 1–5 <i>Week 7; 10</i>					
	Begin to write numerals 6–10 <i>Week 7; 10</i>					
	Count back from 10 to zero <i>Week 10</i>					

Personal, social and emotional development; Communication and language

- Work in small and large groups to solve mathematical problems
- Share ideas and respond to others with relevant comments, questions or actions
- Explore mathematics through play and begin to invent and solve their own mathematical problems
- Begin to use mathematical vocabulary in practical activities and discussion

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Outcome	Write numerals 1–10 <i>Week 11</i>	Recognise up to six fingers or dots on a dice/domino without counting <i>Week 11</i>	Count in twos from 0 to 20 (whisper counting); begin to recognise the pattern <i>Week 12</i>	Recognise line symmetry in pictures, images and simple shapes <i>Week 12</i>	Begin to recognise units of time: minutes, hours, days, months and years <i>Week 5; 14</i>	Copy, continue and create repeating patterns of objects, colours, shapes, sounds and actions <i>Week 12</i>
	Count actions or images or items which cannot be moved, e.g. claps, dotty cards, bricks in a tower <i>Week 11</i>	Begin to know number pairs to 10 by heart <i>Week 13; 20</i>	Double numbers to 5 using fingers and objects <i>Week 13</i>	Begin to use mathematical names for 3D shapes: cone, sphere, cube, cuboid, pyramid, cylinder <i>Week 14</i>	Begin to recognise the months of the year and recite in order <i>Week 14</i>	
	Recognise numerals 1–10 <i>Week 11; 16</i>	Partition a set of up to 10 objects into two sets <i>Week 13; 20</i>	Halve even numbers to 10 using fingers and objects <i>Week 13</i>	Select a particular 3D shape and use mathematical terms to describe it <i>Week 14</i>	Compare and order two, three or more lengths or heights <i>Week 15</i>	
	Recognise numerals 1–20 <i>Week 11; 16</i>	Recognise and write number sentences using addition and equals signs; begin to recognise subtraction signs in number sentences <i>Week 13; 18; 20</i>	Recognise and use the terms double and half and halve <i>Week 13</i>	Begin to know left and right <i>Week 19</i>	Measure a length or height using uniform non-standard units, e.g. plastic bricks <i>Week 15</i>	
	Estimate a set of objects or images up to 20, saying whether there are more or less than a given number; check by counting <i>Week 11; 16</i>	Say the number one more than a given number up to 10 <i>Week 18</i>	Begin to halve 1 and 3 by cutting cakes in half <i>Week 13</i>	Follow and give directions using left, right, forward and back <i>Week 19</i>	Use and understand the language of length: longer, shorter, taller, etc <i>Week 15</i>	
	Chant numbers in order 1–20 <i>Week 11; 13; 18</i>	Say the number one more than a given number up to 20 <i>Week 18</i>		Use the language of position and direction, e.g. forward, back, over, under, above, below, in front of, behind <i>Week 19</i>	Compare two weights using balances <i>Week 15</i>	
	Recognise that teen numbers are ten and some more <i>Week 11; 16; 17</i>	Say the number one less than a given number up to 10 <i>Week 18</i>			Use and understand the language of weight: heavier, lighter, etc <i>Week 15</i>	

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Outcome	Count to find out how many in a set up to 10, matching spoken numbers to objects (including irregular arrangements) <i>Week 11; 13; 16; 18</i>	Say the number one less than a given number up to 20 <i>Week 18</i>			Begin to weigh items using uniform non-standard units, e.g. counting bears <i>Week 15</i>	
	Count to find out how many in a set up to 20, matching spoken numbers to objects (including irregular arrangements) <i>Week 11; 16; 18</i>	Know number pairs to 5 by heart <i>Week 20</i>			Recognise and name coins 1p-£2 <i>Week 17</i>	
	Order numbers to 20 <i>Week 11; 16; 18</i>	Know number pairs to 6 by heart <i>Week 20</i>			Begin to compare and order coins according to value <i>Week 17</i>	
	Compare two numbers, classifying the largest and the smallest <i>Week 11; 16; 18</i>				Begin to make small amounts using two or three coins <i>Week 17</i>	
	Begin to identify even and odd numbers <i>Week 12; 13</i>				Recite the days of the week in order <i>Week 19</i>	
	Recognise zero as the empty set <i>Week 16</i>				Say which day it is today, was yesterday and will be tomorrow <i>Week 19</i>	
	Chant numbers in order beyond 20 <i>Week 18</i>				Use everyday language related to time, e.g. morning, afternoon, evening, lunchtime, after two sleeps, yesterday, today and tomorrow <i>Week 19</i>	
					Match key times of the day to o'clock times, e.g. school starts at 9 o'clock <i>Week 19</i>	
					Recognise that we use digital and analogue clocks to tell the time <i>Week 19</i>	

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	Counting	Addition and Subtraction	Multiplication and Division	Shape and Space	Measures	Pattern
Outcome	Count to find out how many in a set of moveable items up to 20, matching spoken numbers to objects (including irregular arrangements) <i>Week 21</i>	Recognise and write number sentences using addition and equals signs <i>Week 27</i>	Share up to 20 objects (multiples of 4) between four people <i>Week 23</i>	Use mathematical names for 2D shapes: circle, triangle, square, rectangle <i>Week 22</i>	Recite the days of the week in order and say which day was yesterday and will be tomorrow. <i>Week 25</i>	
	Estimate a set of objects or images up to 20, saying whether there are more or less than a given number; check by counting <i>Week 21</i>	Recognise and write number sentences using subtraction and equals signs <i>Week 27</i>	Double numbers to 5 using fingers and objects <i>Week 23</i>	Say how many sides and corners a simple 2D shape has <i>Week 22</i>	Use everyday language related to time, e.g. morning, afternoon, evening, lunchtime, after two sleeps, yesterday, today and tomorrow <i>Week 25</i>	
	Order numbers to 20 <i>Week 21</i>	Say the number one less than a given number up to 20 and count back from any given number up to 20 <i>Week 27; 30</i>	Double numbers to 10 using fingers and objects <i>Week 23</i>	Select a particular 2D shape and use mathematical terms to describe it <i>Week 22</i>	Match key times of the day to o'clock times, e.g. school starts at 9 o'clock <i>Week 25</i>	
	Compare two numbers, classifying the largest and the smallest <i>Week 21</i>	Say the number one more than a given number up to 20 and count on from any number up to 20 <i>Week 27; 30</i>	Halve even numbers to 10 using fingers and objects <i>Week 23</i>	use mathematical names for 3D shapes: cone, sphere, cube, cuboid, pyramid, cylinder <i>Week 22</i>	Recognise that we use digital and analogue clocks to tell the time <i>Week 25</i>	
	Count up to 100, including marking actions or images or items which cannot be moved, e.g. claps, steps, dotty cards, bricks in a tower <i>Week 21; 26</i>	Add 2, 3 or 4 to any number up to 20 <i>Week 27; 30</i>	Halve even numbers to 20 using fingers and objects <i>Week 23</i>	Select a particular 3D shape and use mathematical terms to describe it <i>Week 22</i>	Begin to recognise units of time: minutes, hours, days, weeks, months and years and the relationship between them, e.g. seven days in a week, four weeks in a month <i>Week 25</i>	
	Recognise zero as the empty set <i>Week 21; 26</i>	Subtract 2, 3 or 4 from any number up to 20 <i>Week 27; 30</i>	Recognise and use the terms double and half and halve <i>Week 23; 24</i>		Recognise and name coins 1p-£2 and begin to compare and order coins according to value. <i>Week 28</i>	
	Recognise that teen numbers are ten and some more <i>Week 21; 26</i>	Solve practical problems involving addition <i>Week 27; 28; 30</i>	Begin to count in fives from 5 and recognise the pattern <i>Week 24</i>		Begin to make small amounts using two or three coins <i>Week 28</i>	

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Outcome	Write numerals 1-20 <i>Week 21; 26</i>	Solve practical problems involving subtraction <i>Week 27; 28; 30</i>	Count in twos from 0 to 20 and recognise the pattern <i>Week 24</i>		Use and understand the language of length: longer, shorter, taller; compare/order two, three or more lengths or heights <i>Week 29</i>	
	Identify even and odd numbers <i>Week 24</i>	Know number pairs to 5 by heart <i>Week 30</i>	Begin to count in tens from 10 to 100 and begin to recognise the pattern <i>Week 24; 26</i>		Measure a length or height using uniform non-standard units, e.g. plastic bricks <i>Week 29</i>	
	Count back from 20 to zero <i>Week 21; 27; 30</i>	Know number pairs to 6 by heart <i>Week 30</i>			Use and understand the language of weight: heavier, lighter; compare two weights using balances <i>Week 29</i>	
		Know number pairs to 10 by heart <i>Week 30</i>			Begin to weigh items using uniform non-standard units, e.g. blocks <i>Week 29</i>	
		Partition a set of up to 10 objects into two sets <i>Week 30</i>			Understand that the capacity of a container is a measure of how much it holds <i>Week 29</i>	
					Compare two capacities using direct comparison and using the language of full, half-full and empty <i>Week 29</i>	
					Begin to measure capacity using uniform non-standard units, e.g. spoonfuls, cupfuls <i>Week 29</i>	
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