Nursery							
Area	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**	***End of year aspirations***
Shape Space Measure	Select shapes appropriately	Joins in with simple patterns in sounds, objects , games, stories, dance and movement predicting what comes next	In meaningful contexts, finds the longer or shorter, heavier or lighter and more , less and full of two items	Extends and create aba patterns	Responds to and uses language of direction and position	Recalls a sequence of events in everyday life and stories Using words such as first, next	*Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').* *• Recite numbers past 5.* *• Say one number for each item in order: 1,2,3,4,5.* *• Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').* *• Show 'finger numbers' up to 5.* *• Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.* *• Experiment with their own symbols and marks as well as numerals.* *• Solve real world mathematical problems with numbers up to 5.*
Number	To Join in number rhymes.	To use fingers to represent amounts up to 5	Recognitions of objects up to 5	To begin to recognise numbers 1-10 To use fingers to represent amounts up to 10	Begins to represent numbers within 10 using pictorial representations.	Can use key language total/altogether	
Numerical Patterns	Recites numbers to 10	Say one number for each item in order: 1,2,3,4,5.	Counts accurately to 5	Counts accurately past 5	Compares quantities using language 'more than' and 'Fewer than'	Solves real world mathematical problems with numbers up to 5.	

Reception

Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Number	1:1 correspondence using a small group of objects. Number recognition up to 5. Begin to subitise up to 3.	Have a deep understanding of numbers up to 5. **Cardinality** Begin to explain how many objects they have altogether. Use their hands to represent quantities. Composing and decomposing numbers to 5. (How are numbers put together e.g. 4 is made of 2 and 2)	Begin to subitise up to 5. Begin to recognise complex arrangements when subitising. To use spacial language to describe the arrangements of dots. **Conceptual Subitising** Ability to see a set of numbers in a larger set. E.g. 5 – I can see 3 and 2.	Have a deep understanding of numbers up to 8. Subitise to 5. **Perceptual Subitising** Instantly knowing how many are in a given set. **Cardinality** Explain how many objects they have altogether confidently. Composing and decomposing numbers to 8. Order numbers to 8. Begin to recall double facts.	Have a deep understanding of numbers up to 10. Order numbers to 10. Composing and decomposing numbers to 10. Number bonds to 10. Recall double facts.	Without support call out number bonds up to 5 and some to 10. Can add two groups of numbers to find the total up to 10 and know the number increases. Can take away from a group and work out the remainder and know the number decreases. Subitise to 5 confidently.	- Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
Numerical Patterns	Begin to verbally count up to 5. Match sets of objects to numerals up to 5. Verbally compare groups of quantities using more than, fewer than or the same.	Begin to verbally count up to 10.	Begin to verbally count up to 15. Representing quantities in a variety of ways. Begin to use stable order principle of numbers up to 5. Compare two groups. Recognise dice patterns.	Begin to verbally count up to 20. To use stable order principle of numbers up to 10. Sorting objects into groups. Explore the difference between odd and even numbers.	Verbally count beyond 20. Identify missing numbers up to 10. Recognise the difference in number names between 'teen' and 'ty'. Counting in a range of contexts e.g. sounds, beats	To be able to count beyond 20 and higher. Begin to use vocabulary *same as, greater/more and fewer/less* to explain number value e.g. 5 is fewer than 6 but greater than 4. Using counting objects to 10 work out different values within the quantity of 10 by seeing patterns, pairing, sharing and the numbers that are odd or even.	- Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.