

Pupils will be able to:

Comparison

Compare amounts using words like 'lots' or 'more'

Beginning to compare and recognise changes in numbers of things, using words like 'more', 'lots' or 'same'

Compare two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. 'You've got two, I've got two. Same!'

Counting

Says the number sequence, maybe skipping some numbers (e.g. 1-2-3-5) and beginning to count on their fingers

Enjoys reciting numbers from 0 to 5 and back from 5 to 0

Has fun counting as far as they can go and is fascinated with large numbers

Shows interest in meaningful numbers

'Tags' (reliably points or touches each item), saying one number for each item, using the stable order of 1,2,3,4,5 at first, and then later, to 10.

Uses some number names and number language within play

Begin to recognise numerals and make marks to represent amounts.

Cardinality

Gets 2 or 3 objects from a group.

Beginning to notice numerals (number symbols)

Subitises: e.g. instantly recognising under 5 objects without counting

Recognise that the last number said represents the total counted so far (cardinal principle) with numbers to 5

Shows 'finger numbers', up to 5

Link numerals with amounts up to 5

Explore using a range of marks and signs to which they ascribe mathematical meanings

Spatial Awareness

Move their bodies and toys around objects and explores spaces, e.g. squeezing into a tiny gap

Begin to remember their way around familiar environments, e.g. knows where to find their favourite activity

Respond to spatial and positional language when used in conversation, e.g. pointing things out

Explore how things look from different viewpoints including things that are near or far away

Respond to and uses language of position and direction Explores from different viewpoints and points to things that are far away

Predicts, moves and rotates objects to fit the space or create the shape they would like

Measures

Compare sizes, lengths, weights and capacities using gesture and informal language

Find the longer or shorter, heavier or lighter and more/less full of two items

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Rhyme and story covered this term	Rhyme of the Month -January Wind the Bobbin -February I'm a Little Teapot -Miss Polly Had A Dolly 5 Little Snowmen 5 Little Bears Pete The Cat and his groovy buttons Worrysaurus Dinosaur Roar 10 Little Dinosaurs					
Key Group Session	Five Looking at bear pictures pictures –Subitizing to 5	Pete the Cat and the missing buttons Using objects counting amounts to 5	Read Where is spot? Talk about the different place spot could hide. Look at some pictures can the children describe where the characters are.	Using a toy ask children to place the toy in different places. E.g Put the fox under the table, Put the fox next to the door. Put the fox behind the chair. Can the children give an instruction for fox.	Measures Collecting some sticks each child to find a long and a short stick. Model how to measure ensuring one side is lined up. Use the vocabulary longer and shorter. Can the children find something taller than them	Subitizing 1-5 Flash cards Exploring dice patterns.
Adult Led Task		Counting amounts to 5		Positional language task		Dice game

Suggested Continuous Provision	Children to explore mathematical resources.	Children to explore mathematical resources.	Explore language when building – put the red block on top of the green block	Use language involving measuring when exploring – find me a longer stick build a taller tower	Use of dice – opportunities to explore the dice and its patterns.
Development Matters Goals <i>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</i> <i>Solve real world mathematical problems with numbers up to 5.</i> <i>Compare quantities using language: 'more than', 'fewer than'.</i> <i>Understand position through words alone - for example, "The bag is under the table," - with no pointing.</i> <i>Make comparisons between objects relating to size, length, weight and capacity.</i>					