Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Number and Place	Number and Place	Number and Place	Measure:	Number and Place	Number:
Value:	<mark>Value (up to 3):</mark>	Value (up to 5):	Development Matters	Value (up to 20):	Multiplication and
<u>Birth to 5 Matters –</u>	<u>Development</u>	<u>Development</u>	– Reception:	<u>Development</u>	Division (Sharing and
<u>Range 6:</u> - Spots patterns in the environment, beginning to identify the pattern "rule".	<u>Matters – Reception:</u> - Count objects, actions and sounds. Link the number symbol (numeral)	<u>Matters – Reception:</u> - Link the number symbol (numeral) with its cardinal number value.	- Compare length, weight and capacity.	Matters- Reception: - Count beyond ten.	Grouping): Development Matters – Reception:
Development <u>Matters – Reception:</u> - Compare numbers.	with its cardinal number value.	<u>Birth to 5 Matters –</u> <u>Range 5</u> - Begin to recognise numerals	Birth to 5 Matters – Range 6: - Enjoys tackling problems involving prediction and discussion of comparisons of	Birth to 5 Matters – Range 6: - Uses number names and symbols when comparing numbers, showing interest	 Compare numbers. Explore the composition of numbers to 10.
<u>Birth to 5 Matters –</u> <u>Range 5:</u> - Compares two small groups of up to five objects,	<u>Range 5:</u> - Links numerals with amounts up to 5 and maybe beyond.	0 to 10. - Links numerals with amounts up to 5 and maybe beyond.	length, weight or capacity, paying attention to fairness and accuracy - Becomes familiar with measuring tools in everyday	 in large numbers. Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0. 	<u>Birth to 5 Matters –</u> <u>Range 6:</u> - Estimates of numbers of things, showing understanding of relative size.
saying when there are the same number of objects in each group.	Development Matters – Reception: - Subitise	<u>Development</u> <u>Matters – Reception:</u> - Subitise	experiences and play <u>Development Matters</u>	- Increasingly confident at putting numerals in order 0 to 10 (ordinality).	- Counts out up to 10 objects from a larger group.
<u>Measure:</u> <u>Development</u> <u>Matters – 3 and 4-</u> <u>year-olds:</u> - Make comparisons	<u>Birth to 5 Matters –</u> <u>Range 5:</u> - Subitises one, two and three objects (without counting).	Birth to 5 Matters – <u>Range 6:</u> - Engages in subitising numbers to four and maybe five.	 <u>- 3 and 4-year-olds:</u> Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then' <u>Birth to 5 Matters –</u> Range 6: 	Number: Addition and Subtraction: Development Matters – Reception:	 Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects.
between objects relating to size, length, weight and capacity. Birth to 5 Matters –	<u>Development</u> <u>Matters – Reception:</u> - Understand the 'one more than/one less than' relationship between	<u>Development</u> <u>Matters – Reception:</u> - Compare numbers. <u>Birth to 5 Matters –</u>	 Is increasingly able to order and sequence events using everyday language related to time. Beginning to experience measuring time with timers 	 Automatically recall number bonds for numbers 0–5 and some to 10. 	Development Matters – Reception: – Automatically recall number bonds for numbers 0–5 and some to 10.
<u>Range 4:</u>	consecutive numbers.	Range 6:	and calendars.		

 - Explores differences in size, length, weight and acpacity. - Beginnes to recognise that each counting number is one more than the one before. - In meaningful contexts, finds the longer or shorter, heavier or lighter and more, less full of two items. - Numerical Patterns: Development Matters – S and 4- y patterns around them, patterns around them, patterns around them, patterns or three repeating items. - Talk about and identify the patterns of two or three repeating items. - Birth to 5 Matters – Range 5: - Positive relationships – Emphase the one more, one less than or than the one before. - Birth to 5 Matters – Range 5: - Positive relationships – Emphase the one more, one less than or than identify the patterns around them. - Birth to 5 Matters – Range 5: - Positive relationships between consecutive numbers. - Birth to 5 Matters – Range 5: - Positive relationship between consecutive numbers. - Talk about and identify the patterns of two or three repeating items. - Birth to 5 Matters – Range 5: - Separates agroup of three or how or before. - Explores and adds to simple linear patterns of two or three repeating items. - Birth to 5 Matters – Range 5: - Separates agroup of three or how opics to 10 - Explores and adds to simple linear patterns of two or three repeating items. - Birth to 5 Matters – Range 6: - In practical activities size. - Birth to 5 Matters – Range 6: - In practical activities size. - Birth to 5 Matters – Range 6: - In practical activities, adds or three repeating tems to number. - Birth to 5 Matters – Range 6: - In practical activities, adds or three rone opics that or or on objects in the one before. - Birth to 5 Matters – Range 6: - In practical activities, adds or three rone opics to 10 - Birth to 5 Matters – Range 6: - In practical ac
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Birth to 5 Matters - Range 5 one more than the one before. - Matches the numeral with a group of items to show how many there are (up to 10). - Matches the numeral with a group of items to show how many there are (up to 10). - Matches the numeral with a group of items to show how many there are (up to 10). - Matches the numeral with a group of items to show how many there are (up to 10). - Matches the numeral with a group of items to show how many there are (up to 10). - Matches the numeral with a group of items to show how many there are (up to 10). - Matches the numeral with a group of items to show how many there are (up to 10). - Matches the numeral with a group of items to show how many there are (up to 10). - Matches the numeral with a group of items to show how many there are (up to 10). - Matches the numeral with a group of items to show how many there are (up to 10). - Matches the numeral with a group of items to show how many there are (up to 10). - Matches the numeral with a group of items to show how many there are (up to 10). - Matches the numeral with a group of items to show how many there are (up to 10). - Matches the numeral with a group of items to show how many there are (up to 10). - Link the numbers sof their own choice, includents, tallies and "4" or "." - Begins to explore and work out mathematical problems, using signs and strategies of their own choice, includents, siddard numerals, tallies and "4" or "." - Matters - Spots patterns. - Matters - Spots patterns. - - Contisou the to 0 objects from a larger group - - Matters - - - Select, rotate and manipulate shapes to develop spatial reasoning skills. - - Describe a familiar route.
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- Recention: - Describe a familiar route.
IVIATERS - Reception: recognise that the total is the formation of the formation of the shape which are
- Continue, copy and same. Birth to 5 Matters –
create repeating patterns. Development Pirth to 5 Matters
Matters – Reception: Range 6:
Pirth to E Matters - Uses own ideas to make
numbers to 10.
Range 5: shape names. complexity, selecting blocks
how many there are (up to 10) needed, solving problems and
- Join's in with simple patterns
- Joins in with simple patterns in sounds, objects, games and stories, dance and Range 6: <u>Birth to 5 Matters –</u> <u>Range 6:</u> <u>- Shows awareness of shape</u> <u>similarities and differences</u> <u>- Shows awareness of shape</u> <u>similarities and differences</u>





Geometry: Properties	<u>Birth to 5 Matters –</u>		
<mark>of Shape:</mark>	Range 6:		
Development	 Investigates turning and 		
Matters – Reception:	flipping objects in order to		
- Compose and	make shapes fit and create		
decompose shapes so that	models; predicting and visualising how they will look		
children recognise a shape	(spatial reasoning).		
can have other shapes within	(spatial reasoning).		
it, just as numbers can. Enjoys	Development Matters		
partitioning and combining			
shapes to make new shapes	<u>– Reception:</u>		
with 2D and 3D shapes.	 Compose and decompose shapes so that 		
	children recognise a shape can		
<u>Birth to 5 Matters –</u>	have other shapes within it, just		
Range 5:	as numbers can.		
- Enjoys partitioning and			
combining shapes to make	<u>Birth to 5 Matters –</u>		
new shapes with 2D and	Range 6:		
3D shapes.	- Enjoys composing and		
	decomposing shapes, learning		
_	which shapes combine to make		
<u>Birth to 5 Matters –</u>	other shapes.		
Range 5:	- Uses own ideas to make		
- Shows awareness of	models of increasing		
shape similarities and	complexity, selecting blocks		
differences between objects.	needed, solving problems		
	and visualising what they will		
	build.		
	Development Matters		
	<u>– Reception:</u>		
	- Select, rotate and manipulate		
	shapes to develop spatial		
	reasoning skills.		
		1	

Measure:	Development Matters	
Development	<u>– 3 and 4-year-olds:</u>	
Matters – 3 and 4- year-olds: - Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then'	- Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.	
Birth to 5 Matters – Range 6: - Is increasingly able to order and sequence events using everyday language related to time.	Development Matters- <u>3 and 4-year-olds:</u> - Notice and correct an error in a repeating pattern. Development Matters- <u>Reception</u> : - Continue, copy and create repeating patterns.	
	Birth to 5 Matters – Range 6 - Spots patterns in the environment, beginning to identify the pattern "rule". - Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to	
	identify the unit of repeat.	