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|  | Autumn Term | Spring Term | Summer Term | Links to Year 1 |
| Mathematics | Nursery Skills:Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Show ‘finger numbers’ up to 5. Experiment with their own symbols and marks as well as numerals. | Reception Skills: Compare amounts, size, mass and capacity Exploring patterns Number formation Numeral/amount correspondence 1:1 counting Subisitisng Number recognition to at least 5 Counting up and back to at least 5 Understand the ‘one more then / one less than’ relationship between consecutive numbers | Nursery Skills:Compare quantities using language: ‘more than’, ‘fewer than’. Talk about & identify the patterns around, describe with informal languageDevelop fast recognition of up to 3 objects, without having to count them individually (subitising)Knows that the last number reached when counting a small set of objects tells you how many there are in total (cardinal number)Talk about & explore 2D using informal & mathematical language: sides, corners, straight, flat, roundSelect shapes appropriately: flat surfaces for building, prism for a roof etc. Combine shapes to make new ones - an arch, a bigger triangle etc. Make comparisons between objects relating to size and length | Reception Skills: Counting to at least 10 Number recognition to at least 10 Counting up / back to at least 10 Recognising and making pairs Explore the composition of numbers to 10. Combining two amounts Identifying heavier / lighter full/empty longer, shorter Compare numbers SubitiseCompare length, weight & capacity Carry on 2- or 3-part patterns | Nursery Skills:Begin to describe a sequence of events using words such as ‘first’, ‘then...’Discuss routes and locations, using words like ‘in front of’ and ‘behind’Describe a familiar route. Understand position through words alone – for example, “The bag is under the table,” – with no pointingSolve real world mathematical problems with numbers up to 5. Make comparisons between objects relating to capacity and weightLink numerals & amounts: for example, showing the right number of objects to match the numeral, up to 5Talk about/explore 3D shapes using informal & mathematical language: Notice and correct an error in a repeating pattern.Extend and create ABAB patterns – stick, leaf, stick | Reception Skills: Select & rotate to develop spatial reasoning skills. Automatically recall number bonds for numbers 0-5 and also 10. Compose & decompose shapes to recognize shapes can have others within, like numbers canLink numeral with its cardinal number value. Adding and subtracting numbers to at least 10 Double and halve numbers within 12 (up to double 6 and half of 12) | Count forwards & backwards & in multiples of 2/10/5. Read and write numbers to 20 in numerals and words. Use +/-/x/÷/= & solve practical probs. Solve one-step problems involving x/÷ by using concrete objects & pictorial representations. Recognise a half and a quarter. Solve practical problems that involve lengths/ heights/capacity/volume/ mass or weight. Tell the time to the hour & half past. Describe position, movement, and direction. Name 2D & 3D shapes. |
|  | Nursery Knowledge:1 to 1 correspondenceNumber names 1-5We count to find quantities – move and touch to count | Reception Knowledge:Recognise numbers 1-5. Count 1:1 5 objects. Find one more & one less to 5 using objects. Number bonds for numbers up to 5. Language to talk about time and routines Positional language 2D shape names Create & copy a repeating pattern involving 3 objects | Nursery Knowledge:Recognise up to 3 objects by sight (subitising)Cardinal number principle Match number to quantity Use words to compare size and length | Reception Knowledge:The concept of 0 Counting skills Numerals to 10 Number bonds to 5 Some number bonds to 10 2D and 3D shape names Patterns | Nursery Knowledge:Recognise and name common 2D & and some 3D shapesUse everyday language to describe shapesUse some prepositions. Remember a familiar routeUnderstand and use some time connectives  | Reception Knowledge:Numerals above 10 Counting patterns Adding Subtracting / taking away Recognizing patterns Doubling / sharing Even and odd numbers Mapping |
|  | Vocab: Numbers, 1,2,3,4,5, counting, | Vocab: First / Next / Las t/ More / less / fewer, square, circle, triangle, rectangle, repeat, turn, subitise | Vocab: Big, small, tall, short, long, flat, round, curved, pointy, spotty, stripy, same, different, pattern, more, few, fewer, pattern | Vocab: Part / whole Compare Full / empty Heavier / lighter, ten frame, add, equals, number bond, same, different, compare, rotate, repeated Corner / side / face | Vocab: Circles, triangles, square, rectangle, cube, cone, sides, corners, straight, flat, round, heavy, light, full, empty, on top, underneath | Vocab: double, half, odd, even, takeaway, add, pattern, share, part, whole, groups |