

1 Term

Baseline

Numbers: counting and recognition

Uses some number names and number language spontaneously.

Uses some number names accurately in play.

Recites numbers in order to 10.

Knows that numbers identify how many objects are in a set.

Beginning to represent numbers using fingers, marks on paper or pictures.

Sometimes matches numeral and quantity correctly.

Shows curiosity about numbers by offering comments or asking questions.

Compares two groups of objects, saying when they have the same number.

Shows an interest in number problems.

Shows an interest in numerals in the environment.

Shows an interest in representing numbers.

Realises not only objects, but anything can be counted, including steps, claps or jumps.

Shape space and measure

Shows an interest in shape and space by playing with shapes or making arrangements with objects.

Shows awareness of similarities of shapes in the environment.

Uses positional language.

Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.

Shows interest in shapes in the environment.

Uses shapes appropriately for tasks.

Beginning to talk about the shapes of everyday objects e.g. 'round' and 'tall'.

Number: addition and subtraction

Shows an interest in number problems.

Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.

Consolidation/assessments

Autumn Term													
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
<u>Baseline</u>	<u>Numbers-</u> using numbers 1 - 5 <u>Children count reliably from 1 - 5</u>				<u>Shape space and measure – explore characteristics of everyday objects and shapes and begins to talk about them</u>			<u>Numbers-</u> using numbers 1 to 5 <u>Children count reliably from 1 to 5</u>		<u>Numbers –</u> securing number 1 - 5			<u>Consolidation/ assessments</u>
	<p>Uses some number names and number language spontaneously.</p> <p>Uses some number names accurately in play.</p> <p>Recites numbers in order to 10.</p> <p>Knows that numbers identify how many objects are in a set.</p> <p>Beginning to represent numbers using fingers</p> <p>Shows curiosity about numbers by offering comments.</p> <p>Shows an interest in numerals in the environment.</p> <p>Realises not only objects, but anything can be counted, including steps, claps or jumps.</p>				<p>Shows an interest in shape and space by playing with shapes or making arrangements with objects.</p> <p>Shows awareness of similarities of shapes in the environment.</p> <p>Uses positional language.</p> <p>Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</p> <p>Shows interest in shapes in the environment.</p> <p>Uses shapes appropriately for tasks.</p> <p>Beginning to talk about the shapes of everyday objects e.g. 'round' and 'tall'.</p>			<p>Beginning to represent numbers using fingers, marks on paper or pictures. Sometimes matches numeral and quantity correctly.</p> <p>Shows curiosity about numbers by offering comments or asking questions.</p> <p>Compares two groups of objects, saying when they have the same number.</p> <p>Shows an interest in number</p>		<p>Shows an interest in number problems.</p> <p>Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</p>			

			problems. Shows an interest in representing numbers.		
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Spring Term												
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Baseline	<p>Numbers- using numbers 1 - 5 Children count reliably from 1 - 5</p> <p>Uses some number names and number language spontaneously. Uses some number names accurately in play. Recites numbers in order to 10. Knows that numbers identify how many objects are in a set. Beginning to represent numbers using fingers Shows curiosity about numbers by offering comments. Shows an interest in numerals in the environment.</p>		<p>Shape space and measure – explore characteristics of everyday objects and shapes and begins to talk about them</p> <p>Shows an interest in shape and space by playing with shapes or making arrangements with objects. Shows awareness of similarities of shapes in the environment. Uses positional language.</p> <p>Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. Shows interest in shapes in the environment. Uses shapes appropriately for tasks. Beginning to talk about the shapes of everyday objects e.g.</p>			<p>Numbers- using numbers 1 to 5 Children count reliably from 1 to 5</p> <p>Beginning to represent numbers using fingers, marks on paper or pictures. Sometimes matches numeral and quantity correctly. Shows curiosity about numbers by offering comments or asking questions. Compares two groups of objects, saying when they</p>		<p>Numbers – securing number 1 - 5 Shows an interest in number problems. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</p>		<p>Consolidation/ assessments</p>		

	Realises not only objects, but anything can be counted, including steps, claps or jumps.	'round' and 'tall'.	have the same number. Shows an interest in number problems. Shows an interest in representing numbers.		
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Summer Term													
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	
Baseline	Numbers- using numbers 1 - 5 Children count reliably from 1 - 5 Uses some number names and number language spontaneously. Uses some number names accurately in play. Recites numbers in order to 10. Knows that numbers identify how many objects are in a set. Beginning to represent numbers using fingers				Shape space and measure – explore characteristics of everyday objects and shapes and begins to talk about them Shows an interest in shape and space by playing with shapes or making arrangements with objects. Shows awareness of similarities of shapes in the environment. Uses positional language. Shows interest in shape by sustained construction activity or by talking about shapes or			Numbers- using numbers 1 to 5 Children count reliably from 1 to 5 Beginning to represent numbers using fingers, marks on paper or pictures. Sometimes matches numeral and quantity correctly. Shows curiosity about numbers by		Numbers – securing number 1 - 5 Shows an interest in number problems. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.		Consolidation/ assessments	

	<p>Shows curiosity about numbers by offering comments.</p> <p>Shows an interest in numerals in the environment.</p> <p>Realises not only objects, but anything can be counted, including steps, claps or jumps.</p>	<p>arrangements.</p> <p>Shows interest in shapes in the environment.</p> <p>Uses shapes appropriately for tasks.</p> <p>Beginning to talk about the shapes of everyday objects e.g. 'round' and 'tall'.</p>	<p>offering comments or asking questions.</p> <p>Compares two groups of objects, saying when they have the same number.</p> <p>Shows an interest in number problems.</p> <p>Shows an interest in representing numbers.</p>		
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