

Number – counting	Number-number sense	Measurement
<p>Rote counting</p> <ul style="list-style-type: none"> Recite numbers past 5. <p>Counting objects</p> <ul style="list-style-type: none"> Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Show 'finger numbers' up to 5. Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Compare quantities using language: 'more than', 'fewer than'. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). 	<ul style="list-style-type: none"> Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. <p>Number- number recognition</p> <ul style="list-style-type: none"> Recognise numerals to 5. Order numerals to 5 <p>Number- graphics</p> <ul style="list-style-type: none"> Experiment with their own symbols and marks as well as numerals. Represent amounts and numerals to 5. 	<ul style="list-style-type: none"> Make comparisons between objects relating to size, length, weight, and capacity.
<p>Number- calculating</p> <ul style="list-style-type: none"> Solve real world mathematical problems with numbers up to 5. 	<p>Shape</p> <ul style="list-style-type: none"> 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'. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. <p>Space</p> <ul style="list-style-type: none"> Start to use words like 'in front of' and 'behind'. Understand position through words alone – for example, "The bag is under the table," – with no pointing – UW/PPC Discuss routes and locations, using words like 'in front of' and 'behind' without pointing – UW/PPC Describe a familiar route – UW/PPC Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc - EAD/CM Extend and create ABAB patterns – stick, leaf, stick, leaf. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' Notice and correct an error in a repeating pattern. 'first', 'then...' 	