	1	2	3	4	5	6	7	8	9	10	11	12
Autumn	Settling in time		**Patterns** • 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. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern.			**Comparing and sorting** -Make comparisons between objects relating to size, length		**Position** • Understand position through words alone – for example, "The bag is under the table," – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'.			**Comparing and sorting** -Make comparisons between objects relating to weight and capacity	
Spring	Number 1	Number 2	Number 3	**Counting** -1:1 correspondence to 3 -Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). -Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 3. - Solve real world mathematical problems with numbers up to 3. -Order irrelevance and abstract principles.		**Comparing** -Compare amounts, saying 'lots', 'more' or 'same' -Compare quantities using language: 'more than', 'fewer than'. (Numbers/Quantities to 3)		2D shape		3D shape		
	Numbers 1,2 and 3 -Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). -Show finger number up to 3 -Number recognition and representation							**Shape** -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. -Combine shapes to make new ones – an arch, a bigger triangle, etc.				
Summer	Number 4	Number 5	**Counting** -1:1 correspondence to 5 -Say one number for each item in order: 1,2,3,4,5. -Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). -Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. - Solve real world mathematical problems with numbers up to 5. -Experiment with their own symbols and marks as well as numerals. -Order irrelevance and abstract principles.			**Comparing** -Compare amounts, saying 'lots', 'more' or 'same' -Compare quantities using language: 'more than', 'fewer than'. (Numbers/Quantities to 5)		**Ordering and Sequencing** • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'		Revisit and Consolidate		
	Numbers 4 and 5 -Develop fast recognition of up to 5 objects, without having to count them individually ('subitising'). -Show finger number up to 5 -Number recognition and representation											