

Year Group	What we teach		
	Autumn	Spring	Summer
Nursery	Number and Place Value Calculation Measures	Number and Place Value Calculation Measures	Number and Place Value Calculation Measures
Nursery Learning objectives taught	Number • Count to 5 • Sings a variety of number counting songs • Shows an interest in numerals in the environment • Can count out 1 and 2 objects from a larger set • Show 'finger numbers' up to 3 Calculation • Sing a variety of basic calculation songs e.g. 5 currant buns Shape and Measure • 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 • Shows interest in shapes in the environment • Make comparisons between objects relating to size	Number • Recognise numerals to 5 • Recites numbers past 5 • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 3 • Can count out 3 and 4 objects from a larger set • Say one number for each item in order: 1,2,3,4,5 • Show 'finger numbers' up to 5 Calculation • Shows curiosity about numbers by offering comments or asking questions • Solve real world mathematical problems with numbers up to 5 • Begin to explore counting movements to 3 e.g. 3 claps Shape and Measure • Talk about and explore 2D shapes (for example, circles, rectangles, triangles) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round' • 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' • Make comparisons between objects relating to length • Talk about and identifies 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	Number • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5 • Develop fast recognition of up to 3 objects, without having to count them individually ('subitising') • Count to 10 forwards and backwards securely • Can count out 5 objects from a larger set • Experiment with their own symbols and marks as well as numerals Calculation • Compare quantities using language: 'more than', 'fewer than'. • Realises not only objects, but anything can be counted, including steps, claps and jumps securely up to 5 objects • Separates a group of three or four object in different ways, beginning to recognise that the total is still the same • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle') Shape and Measure • 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' • Make comparisons between objects relating to weight and capacity • Begin to use positional language • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'
	NRICH Activities to support understanding throughout the terms: (number activities) Double trouble https://nrich.maths.org/13372 Estimation station https://nrich.maths.org/13339 Baskets https://nrich.maths.org/9716 Number Talks https://nrich.maths.org/14005	NRICH Activities to support understanding throughout the terms: (shape and space activities) Can you build this? https://nrich.maths.org/14690 Packing https://nrich.maths.org/9719 Collecting https://nrich.maths.org/13528	NRICH Activities to support understanding throughout the terms: (measures) Beat the clock https://nrich.maths.org/14655 How long are you? https://nrich.maths.org/14657 Calendar Model https://nrich.maths.org/13731 Sock washing line https://nrich.maths.org/13532

		Building Towers https://nrich.maths.org/8865	Making caterpillars https://nrich.maths.org/8861
Reception	Number and Place Value Calculation Measures	Number and Place Value Calculation Measure	Number and Place Value Calculation Measure
Reception Learning objectives taught	Number Children count reliably with numbers from 1 to 10 forwards and backwards - Counts objects, actions and sounds - Subitise 1, 2 and 3 amounts - Recognises numerals 1 to 5 - Counts up to 5 objects by saying one number name for each item - Counts objects to 10, and beginning to count beyond 10 - Know the numbers bonds for numbers to 3 Place Value Compare groups of objects up to 10 - Selects the correct numeral to represent 1 to 5 objects - Uses the language of 'more' and 'fewer' to compare two sets of objects Calculation - Finds the total number of items in two groups by counting all of them - Finds one more or one less from a group of up to five objects - Recognise the one more and one less relationship between numbers to 5 - In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting Shape and Measure - Uses familiar objects and common shapes to create, copy and continue patterns - Order and compare two or three items by length or height. - Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' - Understand positional language - Name 2D shapes - Describe a familiar route. - Discuss routes and locations, using words like 'in front of' and 'behind'.	Number Children count reliably with numbers from 1 to 15 - Know the numbers bonds for numbers to 6 - Subitise 1, 2, 3 and 4 amounts - Counts up to 10 objects by saying one number name for each item - Recognises numerals to 10 - Counts out up to six objects from a larger group. - Know the numbers bonds for numbers to 3 (including subtraction facts) Place Value - Selects the correct numeral to represent 1 to 10 objects - Estimates how many objects they can see and checks by counting them Calculation - Recognise the one more and one less relationship between numbers to 10 - Compare numbers, thinking about which is more/less, double, half, etc - Beginning to answer simple addition problems to 10 - Says the number that is one more or one less than a given number - Use the vocabulary involved in adding and subtracting - Begins to identify own mathematical problems based on own interests and fascinations. - Learn the double facts to 10. Shape and Measure - Name 3D shapes - Compose and decompose shapes so that children recognise a shape can have other shapes within it - Select, rotate and manipulate shapes in order to develop spatial reasoning skills. - Order and compare two items by weight or capacity. - Beginning to use everyday language related to money. - Use positional language to describe their relative position such as 'behind' or 'next to'.	Number Children count reliably with numbers from 1 to 20 and beyond - Know the numbers bonds for numbers to 10 - Subitise up to 5 - Recognise numerals to 20 - Counts out up to ten objects from a larger group - Know the odd and even numbers to 10 - Know the numbers bonds for numbers to 5 (including subtraction facts) Have a deep understanding of number to 10, including the composition of each number. - Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts Place Value Order numbers up to 20 Can say which number is one more or one less than a given number up to 20 - Verbally count beyond 20, recognising the pattern of the counting system. - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. Calculation - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. - Solve problems in sharing equally Shape and Measure