

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	Nursery	2 and 3 Year Olds					
		<p>Combine objects like stacking blocks and cups.</p> <p>Put objects inside others and take them out again.</p>	<p>Climb and squeeze themselves into different types of spaces.</p> <p>Build with a range of resources.</p>	<p>Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</p> <p>React to changes of amounts in a group of up to three items.</p>	<p>Compare sizes and weights etc. using gesture and language – 'bigger, little, smaller', 'high/low', 'tall', 'heavy'.</p>	<p>Notice patterns and arrange things in patterns.</p> <p>Complete inset puzzles.</p>	<p>Count in everyday contexts, sometimes skipping numbers – '1-2-3-5'.</p> <p>Compare amounts, saying 'lots', 'more', or 'same'.</p> <p>Take part in finger rhymes with numbers.</p>
		3 and 4 Year Olds					
		<p>Develop fast recognition of 1 object, without having to count ('subitising').</p> <p>Talk about and explore 2D and 3D shapes using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'.</p>	<p>Say one number for each item in order: 1,2,3.</p> <p>Understand position through words alone – for example, "The bag is under the table" – with no pointing.</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.</p> <p>Combine shapes to make new ones – an arch, a bigger triangle, etc.</p>	<p>Develop fast recognition of up to 2 objects, without having to count them individually ('subitising').</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like "in front of" and "behind".</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then'.</p>	<p>Say one number for each item in order: 1,2,3, 4, 5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Recite numbers past 5.</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p>	<p>Experiment with their own symbols and marks as well as numerals.</p> <p>Show 'finger numbers' up to 5.</p> <p>Extend and create ABAB patterns.</p> <p>Notice and correct an error in a repeating pattern.</p> <p>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.</p>	<p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p>
Key Representations		   					