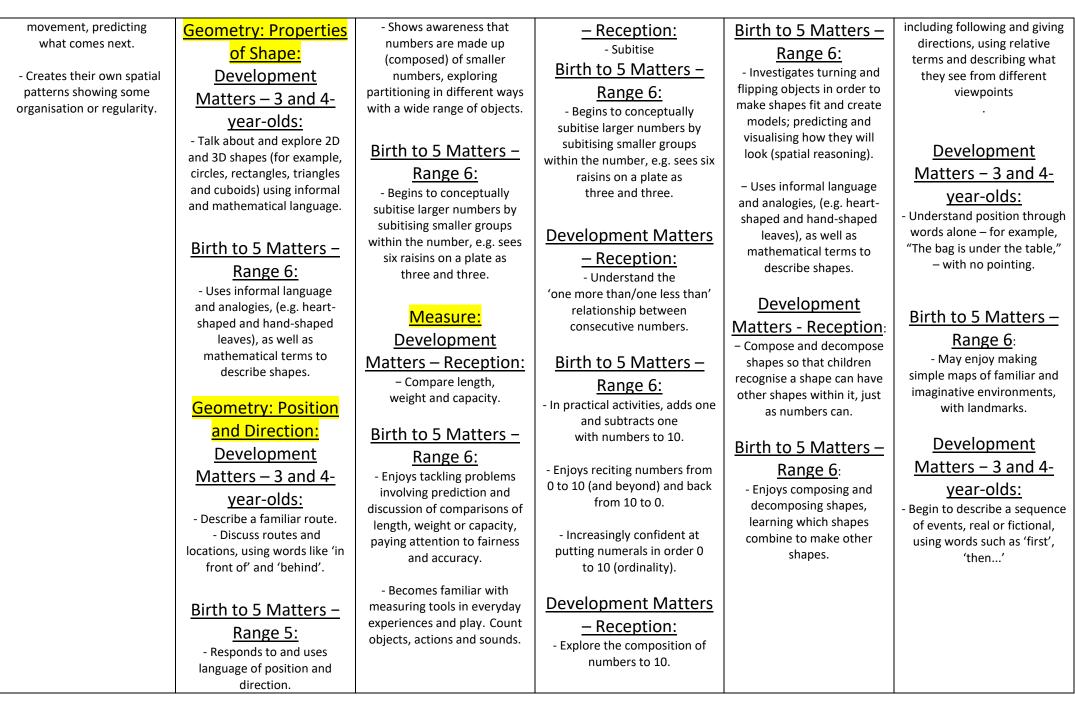
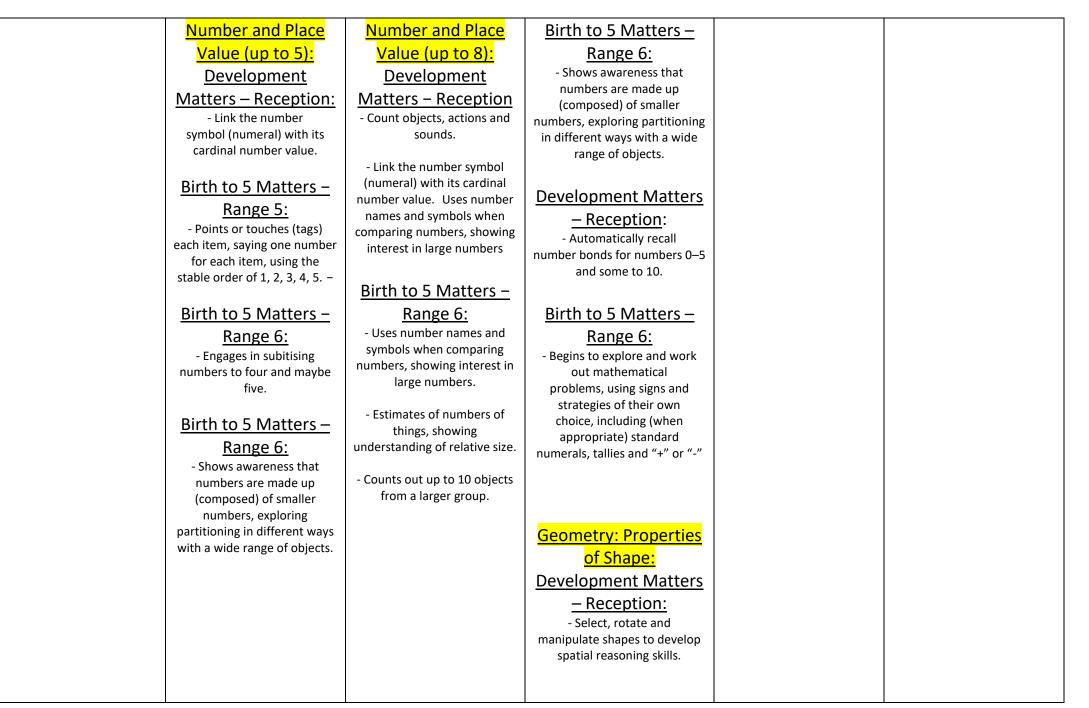
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Number and Place	Number and Place	Number and Place	Measure:	Number and Place	Number:
Value:	<mark>Value (up to 3):</mark>	Value (up to 5):	<b>Development Matters</b>	Value (up to 20):	Multiplication and
<u>Birth to 5 Matters –</u>	<u>Development</u>	<u>Development</u>	– Reception:	<u>Development</u>	Division (Sharing and
<u>Range 6:</u> - Spots patterns in the environment, beginning to identify the pattern "rule".	<u>Matters – Reception:</u> - Count objects, actions and sounds. Link the number symbol (numeral)	<u>Matters – Reception:</u> - Link the number symbol (numeral) with its cardinal number value.	- Compare length, weight and capacity.	Matters- Reception: - Count beyond ten.	Grouping): Development Matters – Reception:
Development <u>Matters – Reception:</u> - Compare numbers.	with its cardinal number value.	<u>Birth to 5 Matters –</u> <u>Range 5</u> - Begin to recognise numerals	Birth to 5 Matters – Range 6: - Enjoys tackling problems involving prediction and discussion of comparisons of	Birth to 5 Matters – Range 6: - Uses number names and symbols when comparing numbers, showing interest	<ul> <li>Compare numbers.</li> <li>Explore the composition of numbers to 10.</li> </ul>
<u>Birth to 5 Matters –</u> <u>Range 5:</u> - Compares two small groups of up to five objects,	<u>Range 5:</u> - Links numerals with amounts up to 5 and maybe beyond.	0 to 10. - Links numerals with amounts up to 5 and maybe beyond.	length, weight or capacity, paying attention to fairness and accuracy - Becomes familiar with measuring tools in everyday	<ul> <li>in large numbers.</li> <li>Enjoys reciting numbers</li> <li>from 0 to 10 (and beyond)</li> <li>and back from 10 to 0.</li> </ul>	<u>Birth to 5 Matters –</u> <u>Range 6:</u> - Estimates of numbers of things, showing understanding of relative size.
saying when there are the same number of objects in each group.	Development Matters – Reception: - Subitise	<u>Development</u> <u>Matters – Reception:</u> - Subitise	experiences and play <u>Development Matters</u>	- Increasingly confident at putting numerals in order 0 to 10 (ordinality).	- Counts out up to 10 objects from a larger group.
<u>Measure:</u> <u>Development</u> <u>Matters – 3 and 4-</u> <u>year-olds:</u> - Make comparisons	<u>Birth to 5 Matters –</u> <u>Range 5:</u> - Subitises one, two and three objects (without counting).	Birth to 5 Matters – <u>Range 6:</u> - Engages in subitising numbers to four and maybe five.	<ul> <li><u>- 3 and 4-year-olds:</u></li> <li>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then'</li> <li><u>Birth to 5 Matters –</u> Range 6:</li> </ul>	Number: Addition and Subtraction: Development Matters – Reception:	<ul> <li>Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects.</li> </ul>
between objects relating to size, length, weight and capacity. Birth to 5 Matters –	<u>Development</u> <u>Matters – Reception:</u> - Understand the 'one more than/one less than' relationship between	<u>Development</u> <u>Matters – Reception:</u> - Compare numbers. <u>Birth to 5 Matters –</u>	<ul> <li>Is increasingly able to</li> <li>order and sequence events</li> <li>using everyday language</li> <li>related to time.</li> <li>Beginning to experience</li> <li>measuring time with timers</li> </ul>	<ul> <li>Automatically recall</li> <li>number bonds for numbers</li> <li>0–5 and some to 10.</li> </ul>	Development Matters – Reception: – Automatically recall number bonds for numbers 0–5 and some to 10.
<u>Range 4:</u>	consecutive numbers.	Range 6:	and calendars.		

<ul> <li>- Explores differences in size, length, weight and acpacity.</li> <li>- Beginnes to recognise that each counting number is one more than the one before.</li> <li>- In meaningful contexts, finds the longer or shorter, heavier or lighter and more, less full of two items.</li> <li>- Numerical Patterns: Development Matters – S and 4- y patterns around them, patterns around them, patterns around them, patterns or three repeating items.</li> <li>- Talk about and identify the patterns of two or three repeating items.</li> <li>- Birth to 5 Matters – Range 5: - Positive relationships – Emphase the one more, one less than or than the one before.</li> <li>- Birth to 5 Matters – Range 5: - Positive relationships – Emphase the one more, one less than or than identify the patterns around them.</li> <li>- Birth to 5 Matters – Range 5: - Positive relationships between consecutive numbers.</li> <li>- Birth to 5 Matters – Range 5: - Positive relationship between consecutive numbers.</li> <li>- Talk about and identify the patterns of two or three repeating items.</li> <li>- Birth to 5 Matters – Range 5: - Separates agroup of three or how or before.</li> <li>- Explores and adds to simple linear patterns of two or three repeating items.</li> <li>- Birth to 5 Matters – Range 5: - Separates agroup of three or how opics to 10</li> <li>- Explores and adds to simple linear patterns of two or three repeating items.</li> <li>- Birth to 5 Matters – Range 6: - In practical activities size.</li> <li>- Birth to 5 Matters – Range 6: - In practical activities size.</li> <li>- Birth to 5 Matters – Range 6: - In practical activities, adds or three repeating tems to number.</li> <li>- Birth to 5 Matters – Range 6: - In practical activities, adds or three rone opics that or or on objects in the one before.</li> <li>- Birth to 5 Matters – Range 6: - In practical activities, adds or three rone opics to 10</li> <li>- Birth to 5 Matters – Range 6: - In practical ac</li></ul>
size, length, weight and capacity.Range 5: - Beginning to recognise that each counting numbers i one more than the one before.Symbols when comparing numbers, showing interest in large numbers.Value (up to 10): Development Matters - In meaningful contexts, finds the longer or shorter, heavier or lighter and more/ less full of two items.Range 5: - Positive relationships = Emphasise the one more, one less pattern in rhymes and traditional tales, asking children to predict the next numbers.Value (up to 10): Development mumbers to 10.Range 6: - In practical activities, adds one and subtracts one with - Contin objects, actions and sumple linear patterns of two or three repeating items.Range 5: - Positive relationships = - Positive relationships = Emphasise the one more, one less pattern in rhymes and traditional tales, asking children to predict the next number.Value (up to 10): Value (up to 10): Development (numeral) with its cardinal number value.Range 6: - In practical activities, adds one and tablicationship between consecutive numbers.Numerical Problems, of the to 5 Matters - Range 5: - Separates a group of three or four objects in different ways, beginning to consecutive number so fully or three repeating items.Numerical problems, and traditional tales, asking one more than / none before.Numerical Problems, of the to 5 Matters - Range 5: - Separates a group of three or four objects in different ways, beginning toNumerical Problems, and tablications, betwein patters in the encomparing numbers, showing interest in large numbers.Numerical Problems, and tablications between consecutive numbers.Numerical Problems, and tablications b
<ul> <li>- Beginning to recognise that each counting number is one more than the one before.</li> <li>- In meaningful contexts, finds the longer or shorter, heavier or lighter and more/ less full of two items.</li> <li>- Birth to 5 Matters – Range 5: - Positive relationships – Emphasise the one more, one less partern in rhymes and traditional tales, asking area and traditional tales, asking or the predict the next number.</li> <li>- Development Matters – Range 5:</li> <li>- Explore the composition of numbers to 10</li> <li>Birth to 5 Matters – Range 5:</li> <li>- Separates a group of three or four objects in different ways, beginning to recognise that each counting number is one more than the one before.</li> <li>- Development Matters – Range 5:</li> <li>- Separates a group of three or four objects in different ways, beginning to recognise tate ach counting number is one more than the one before.</li> <li>- Development Matters – Range 5:</li> <li>- Separates a group of three or four objects in different ways, beginning to recognise tate ach counting number is one more of an objects in different ways, beginning to recognise tate ach counting number is one more than the one before.</li> <li>- Development Matters – Range 5:</li> <li>- Separates a group of three or four objects in different ways, beginning to</li> </ul>
Birth to 5 Matters - Range 5       that each counting number is one more than the one before.       Image functions       Development
Birth to 5 Matters - Range 5       one more than the one before.       - Matches the numeral with a group of items to show how many there are (up to 10).       - Matches the numeral with a group of items to show how many there are (up to 10).       - Matches the numeral with a group of items to show how many there are (up to 10).       - Matches the numeral with a group of items to show how many there are (up to 10).       - Matches the numeral with a group of items to show how many there are (up to 10).       - Matches the numeral with a group of items to show how many there are (up to 10).       - Matches the numeral with a group of items to show how many there are (up to 10).       - Matches the numeral with a group of items to show how many there are (up to 10).       - Matches the numeral with a group of items to show how many there are (up to 10).       - Matches the numeral with a group of items to show how many there are (up to 10).       - Matches the numeral with a group of items to show how many there are (up to 10).       - Matches the numeral with a group of items to show how many there are (up to 10).       - Matches the numeral with a group of items to show how many there are (up to 10).       - Matches the numeral with a group of items to show how many there are (up to 10).       - Link the numbers sof their own choice, includents, tallies and "4" or "."       - Begins to explore and work out mathematical problems, using signs and strategies of their own choice, includents, siddard numerals, tallies and "4" or "."       - Matters - Spots patterns.       - Matters - Spots patterns.       - - Contisou the to 0 objects from a larger group       - - Matters - - - Select, rotate and manipulate shapes to develop spatial reasoning skills.       - - Describe a familiar route.
Barge 5       - In meaningful contexts,       Birth to 5 Matters –       - Matches the number and the othe       - Count objects, actions and sounds.       - Count objects, actions and sounds.       - Begins to explore and work out mutuality are repeating patterns.       - Count objects, actions and sounds.       - Begins to explore and work out and the othe before.       - Count objects, actions and sounds.       - Count objects, actions and sounds.       - Begins to explore and work out and the othe before.       - Count objects, actions and sounds.       - Count objects, actions and sound
Lange J- In meaningful contexts, finds the longer or shorter, heavier or lighter and more/ less ful of two items.Birth to 5 Matters - Range 5: - Positive relationships - Emphasise the one more, one less pattern in thymes and traditional tales, asking children to predict the next number.Development Matters - Reception: - Explore the composition of numbers to 10Development Matters - Reception: - Explores and adds to simple linear patterns of two or three repeating items.Development Matters - Range 5: - Separates a group of three or four objects in of three or four objects
<ul> <li>In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items.</li> <li><u>Birth to 5 Matters – Range 5:</u>         -Positive relationships - Emphasise the one more, one less pattern in rhymes and traditional tales, asking children to predict the next number.</li> <li><u>Development Matters – Reception:</u>         -Talk about and identify the patterns around them.</li> <li><u>Birth to 5 Matters – Reception:</u>         -Talk about and identify the patterns around them.</li> <li><u>Birth to 5 Matters – Reception:</u>         -Explores and adds to simple linear patterns of two or three repeating items.</li> <li><u>Development</u></li> <li><u>Birth to 5 Matters – Range 5:</u>         -Explores and adds to simple linear patterns of two or three repeating items.</li> <li><u>Development</u></li> <li><u>Birth to 5 Matters – Range 5:</u>         -Explores and adds to simple linear patterns of two or three repeating items.</li> <li><u>Development</u></li> <li><u>Birth to 5 Matters – Range 5:</u>         -Explores and adds to simple linear patterns of two or three repeating items.</li> <li><u>Development</u></li> <li><u>Birth to 5 Matters – Range 5:</u>         -Separates a group of three or four objects in different ways, beginning to identify the unit of repeats in different ways, beginning to man adds to simple linear patterns of two or three or four objects in three or four objects in the one before.</li> <li><u>Development</u></li> <li><u>Development</u></li> <li><u>Development</u></li> <li><u>Birth to 5 Matters – Range 6:</u>         - In practical activities, adds on e and subtracts one with of three or four objects in three or four objects in three or four objects in different ways, beginning to identify the trans of three or four objects in different ways, beginning to identify the pattern should in the one before.</li> <li><u>Development</u></li> <li><u>Development</u></li> <li><u>Development</u></li> <li><u>Development</u></li> <li><u>Development</u></li> <li><u>Developmen</u></li></ul>
Birth to 5 Matters – heavier or lighter and more/ less full of two items.       Birth to 5 Matters – Range 5: - Spot patterns in thymes and traditional tales, asking children to predict the next number.       Development Matters – Reception: - Understand the relationship between consecutive numbers.       Link the number symbol (numeral) with its cardinal number value.       using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and "+" or "."       Birth to 5 Matters – environment, beginning to identify the patterns around the numbers to 10       Development Matters – Reception: - Understand the relationship between consecutive numbers.       Development matters – Segning to recognise that each counting number is on more than the one before.       Birth to 5 Matters - Birth to 5 Matters – Range 5: - Separates a group of three or four objects in different ways, beginning to different ways, beginning to       Birth to 5 Matters Range 5: - Separates a group of three or four objects in different ways, beginning to       Birth to 5 Matters Range 5: - Separates a group of three or four objects in different ways, beginning to       Birth to 5 Matters Range 6: - Subjects to create and recreate ereating patterns beyond AB patterns and begins to identify the unit of repeat.         Development mainple linear patterns of two or three repeating items.       Birth to 5 Matters – Range 5: - Separates a group of three or four objects in different ways, beginning to       Birth to 5 Matters – Range 6: - Solicus and adds to simple linear patterns of two or three repeating items.       Birth to 5 Matters – Range 5: - Separates a group of three or four objects in different ways, beginning to       Counts out up to 10 objects from a larger group       Counts out up to 10 objects from
heavier or lighter and more/ less full of two items.Range 5: - Positive relationships - Emphasise the one more, one less pattern in rhymes and traditional tales, asking children to predict the next number.Development Matters - 3 and 4- vear-olds:Development maines and relationship between consecutive numbers.Development matters - Reception: - Understand the 'one more than/one less than' relationship between consecutive numbers.Development manyers.Birth to 5 Matters - Range 5: - Explores and adds to simple linear patterns of two or three repeating items.Birth to 5 Matters - Range 5: - Separates a group of three or four objects in different ways, beginning to different ways, beginning toDevelopment manyes and subtracts one withDevelopment manyes, additional tales, asking consecutive numbers.Development manyes and the numbers.Birth to 5 Matters and traditional tales, asking consecutive numbers.Birth to 5 Matters and traditional tales, asking 
Less tail of two retring       Positive relationships - Emphasise the one more, one less pattern in rhymes and traditional tales, asking children to predict the next number.       Matters – Reception: - Understand the 'one more than/one less than' relationship between consecutive number.       Matters – Reception: - Understand the 'one more than/one less than' relationship between consecutive number.       Birth to 5 Matters – Range 5: - Explore the composition of numbers to 10       Birth to 5 Matters – Range 5: - Explores and adds to simple linear patterns of two or three repeating items.       Birth to 5 Matters – Range 5: - Separates a group of three or four objects in different ways, beginning to       Birth to 5 Matters – Range 6: - In practical activities, adds one and subtracts one with       Birth to 5 Matters Range 6: - In practical activities, adds one and subtracts one with       Birth to 5 Matters Range 6: - In practical activities, adds one and subtracts one with       Birth to 5 Matters Range 6: - In practical activities, adds one and subtracts one with       Birth to 5 Matters Range 5: - Separates a group of three or four objects in different ways, beginning to       Birth to 5 Matters Range 6: - In practical activities, adds one and subtracts one with       - Counts out up to 10 objects from a larger group       Birth to 5 Matters – Range 5: - Pescribe a familiar route.       - Development Matters
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Range 5:       Birth to 5 Matters –       Birth to 5 Matters –       Birth to 5 Matters –       Counts out up to 10 objects       develop spatial reasoning       year-olds:         or three repeating items.       Birth to 5 Matters –       Development       Birth to 5 Matters –       Counts out up to 10 objects       Birth to 5 Matters –       Development ways, beginning to       Development ways, beginning to       - In practical activities, adds       - In practical activities, adds       Development Matters       Birth to 5 Matters –       Birth to 5 Matters –       - Describe a familiar route.
Development       Birth to 5 Matters         Development       Birth to 5 Matters
or three repeating items.       Range 5:       Range 6:       Birth to 5 Matters –       using words like 'in         Development       - In practical activities, adds       - In practical activities, adds       Development Matters       Birth to 5 Matters –       from a larger group
- Separates a group of three or four objects in different ways, beginning to - In practical activities, adds one and subtracts one with - In practical activities, adds one and subtracts one with - Reception: - Reception: - Development Matters
Development       three or four objects in different ways, beginning to       - In practical activities, adds one and subtracts one with       Development Matters       Range 5:       - Describe a familiar route.
- Recention: - Describe a familiar route.
<b>IVIATERS - Reception:</b> recognise that the total is the formation of the formation of the shape which are
- Continue, copy and same. Birth to 5 Matters –
create repeating patterns. Development Pirth to 5 Matters
Matters – Reception: Range 6:
Pirth to E Matters - Uses own ideas to make
numbers to 10.
Range 5: shape names. complexity, selecting blocks
how many there are (up to 10) needed, solving problems and
- Join's in with simple patterns
- Joins in with simple patterns in sounds, objects, games and stories, dance and Range 6: <u>Birth to 5 Matters –</u> <u>Range 6:</u> <u>- Shows awareness of shape</u> <u>similarities and differences</u> <u>- Shows awareness of shape</u> <u>similarities and differences</u>





Geometry: Properties	<u>Birth to 5 Matters –</u>		
<mark>of Shape:</mark>	Range 6:		
Development	<ul> <li>Investigates turning and</li> </ul>		
Matters – Reception:	flipping objects in order to		
- Compose and	make shapes fit and create		
decompose shapes so that	models; predicting and visualising how they will look		
children recognise a shape	(spatial reasoning).		
can have other shapes within	(spatial reasoning).		
it, just as numbers can. Enjoys	<b>Development Matters</b>		
partitioning and combining			
shapes to make new shapes	<u>– Reception:</u>		
with 2D and 3D shapes.	<ul> <li>Compose and decompose shapes so that</li> </ul>		
	children recognise a shape can		
<u>Birth to 5 Matters –</u>	have other shapes within it, just		
Range 5:	as numbers can.		
- Enjoys partitioning and			
combining shapes to make	<u>Birth to 5 Matters –</u>		
new shapes with 2D and	Range 6:		
3D shapes.	- Enjoys composing and		
	decomposing shapes, learning		
_	which shapes combine to make		
<u>Birth to 5 Matters –</u>	other shapes.		
Range 5:	- Uses own ideas to make		
- Shows awareness of	models of increasing		
shape similarities and	complexity, selecting blocks		
differences between objects.	needed, solving problems		
	and visualising what they will		
	build.		
	Development Matters		
	<u>– Reception:</u>		
	- Select, rotate and manipulate		
	shapes to develop spatial		
	reasoning skills.		
		1	

Measure:	Development Matters	
Development	<u>– 3 and 4-year-olds:</u>	
Matters – 3 and 4- year-olds: - Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then'	- 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'.	
Birth to 5 Matters – Range 6: - Is increasingly able to order and sequence events using everyday language related to time.	Development Matters- <u>3 and 4-year-olds:</u> - Notice and correct an error in a repeating pattern. Development Matters- <u>Reception</u> : - Continue, copy and create repeating patterns.	
	Birth to 5 Matters – Range 6 - Spots patterns in the environment, beginning to identify the pattern "rule". - Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to	
	identify the unit of repeat.	