

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

- Explores differences in size, length, weight and capacity.

Birth to 5 Matters – Range 5

- In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items.

Numerical Patterns:

Development Matters – 3 and 4-year-olds:

- Talk about and identify the patterns around them.

Birth to 5 Matters – Range 5:

- Explores and adds to simple linear patterns of two or three repeating items.

Development Matters – Reception:

- Continue, copy and create repeating patterns.

Birth to 5 Matters – Range 5:

- Joins in with simple patterns in sounds, objects, games and stories, dance and

Birth to 5 Matters – Range 5:

- Beginning to recognise that each counting number is one more than the one before.

Birth to 5 Matters – 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 – Reception:

- Explore the composition of numbers to 10

Birth to 5 Matters – Range 5:

- Separates a group of three or four objects in different ways, beginning to recognise that the total is the same.

- Uses number names and symbols when comparing numbers, showing interest in large numbers.

- Matches the numeral with a group of items to show how many there are (up to 10).

Development Matters – Reception:

- Understand the ‘one more than/one less than’ relationship between consecutive numbers.

Birth to 5 Matters Range 5:

- Beginning to recognise that each counting number is one more than the one before.

Birth to 5 Matters Range 6:

- In practical activities, adds one and subtracts one with numbers to 10.

Development Matters – Reception:

- Explore the composition of numbers to 10.

Birth to 5 Matters – Range 6:

Number and Place Value (up to 10): Development Matters

– Reception:

- Count objects, actions and sounds.

- Link the number symbol (numeral) with its cardinal number value.

Birth to 5 Matters – Range 6:

- Uses number names and symbols when comparing numbers, showing interest in large numbers.

- Estimates (of) numbers of things, showing understanding of relative size.

- Counts out up to 10 objects from a larger group

Development Matters

– Reception:

- Compare numbers.

Birth to 5 Matters – Range 6:

- Matches the numeral with a group of items to show how many there are (up to 10)

Development Matters

Birth to 5 Matters – Range 6:

- In practical activities, adds one and subtracts one with numbers to 10.

- Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and “+” or “-”

Geometry: Properties of Shape:

Development Matters – Reception:

- Select, rotate and manipulate shapes to develop spatial reasoning skills.

Birth to 5 Matters – Range 5:

- Chooses items based on their shape which are appropriate for the child’s purpose.

- Responds to both informal language and common shape names.

- Shows awareness of shape similarities and differences between objects.

Geometry: Position and Direction: Development

Matters – Reception:

- 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.

Development Matters – 3 and 4-year-olds:

- Discuss routes and locations, using words like ‘in front of’ and ‘behind’.

- Describe a familiar route.

Birth to 5 Matters – Range 6:

- Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build

- Uses spatial language,

movement, predicting what comes next.

- Creates their own spatial patterns showing some organisation or regularity.

Geometry: Properties of Shape:

Development Matters – 3 and 4-year-olds:

- Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language.

Birth to 5 Matters – Range 6:

- Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes.

Geometry: Position and Direction:

Development Matters – 3 and 4-year-olds:

- Describe a familiar route.
- Discuss routes and locations, using words like ‘in front of’ and ‘behind’.

Birth to 5 Matters – Range 5:

- Responds to and uses language of position and direction.

- Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects.

Birth to 5 Matters – Range 6:

- Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three.

Measure:

Development Matters – Reception:

- Compare length, weight and capacity.

Birth to 5 Matters – Range 6:

- Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy.

- Becomes familiar with measuring tools in everyday experiences and play. Count objects, actions and sounds.

– Reception:

- Subitise

Birth to 5 Matters – Range 6:

- Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three.

Development Matters

– Reception:

- Understand the ‘one more than/one less than’ relationship between consecutive numbers.

Birth to 5 Matters – Range 6:

- In practical activities, adds one and subtracts one with numbers to 10.

- Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0.

- Increasingly confident at putting numerals in order 0 to 10 (ordinality).

Development Matters

– Reception:

- Explore the composition of numbers to 10.

Birth to 5 Matters – Range 6:

- Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning).

- Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes.

Development Matters - Reception:

- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.

Birth to 5 Matters – Range 6:

- Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes.

including following and giving directions, using relative terms and describing what they see from different viewpoints

Development Matters – 3 and 4-year-olds:

- Understand position through words alone – for example, “The bag is under the table,” – with no pointing.

Birth to 5 Matters – Range 6:

- May enjoy making simple maps of familiar and imaginative environments, with landmarks.

Development Matters – 3 and 4-year-olds:

- Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’

Number and Place Value (up to 5):

Development
Matters – Reception:
 - Link the number symbol (numeral) with its cardinal number value.

Birth to 5 Matters – Range 5:
 - Points or touches (tags) each item, saying one number for each item, using the stable order of 1, 2, 3, 4, 5. –

Birth to 5 Matters – Range 6:
 - Engages in subitising numbers to four and maybe five.

Birth to 5 Matters – Range 6:
 - Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects.

Number and Place Value (up to 8):

Development
Matters – Reception
 - Count objects, actions and sounds.

- Link the number symbol (numeral) with its cardinal number value. Uses number names and symbols when comparing numbers, showing interest in large numbers

Birth to 5 Matters – Range 6:
 - Uses number names and symbols when comparing numbers, showing interest in large numbers.

- Estimates of numbers of things, showing understanding of relative size.
 - Counts out up to 10 objects from a larger group.

Birth to 5 Matters – Range 6:

- Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects.

Development Matters – Reception:
 - Automatically recall number bonds for numbers 0–5 and some to 10.

Birth to 5 Matters – Range 6:
 - Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and “+” or “-”

Geometry: Properties of Shape:

Development Matters – Reception:
 - Select, rotate and manipulate shapes to develop spatial reasoning skills.

**Geometry: Properties
of Shape:**

**Development
Matters – Reception:**

- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes.

**Birth to 5 Matters –
Range 5:**

- Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes.

**Birth to 5 Matters –
Range 5:**

- Shows awareness of shape similarities and differences between objects.

**Birth to 5 Matters –
Range 6:**

- Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning).

Development Matters

– Reception:

- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.

**Birth to 5 Matters –
Range 6:**

- Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes.

- Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build.

Development Matters

– Reception:

- Select, rotate and manipulate shapes to develop spatial reasoning skills.

	<p>Measure:</p> <p><u>Development Matters – 3 and 4-year-olds:</u></p> <ul style="list-style-type: none"> - Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ <p><u>Birth to 5 Matters – Range 6:</u></p> <ul style="list-style-type: none"> - Is increasingly able to order and sequence events using everyday language related to time. 		<p><u>Development Matters – 3 and 4-year-olds:</u></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’. <p><u>Development Matters- 3 and 4-year-olds:</u></p> <ul style="list-style-type: none"> - Notice and correct an error in a repeating pattern. <p><u>Development Matters- Reception:</u></p> <ul style="list-style-type: none"> - Continue, copy and create repeating patterns. <p><u>Birth to 5 Matters – Range 6</u></p> <ul style="list-style-type: none"> - 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. 		
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