

Autumn Term		Spring Term		Summer Term	
<p>Reciting numbers to 10</p> <p>Representing numbers in different ways</p> <p>Positional/size language</p> <p>Selects a small number of objects when asked. 22-36m</p> <p>Recites some number names in sequence. 22-36m</p> <p>Uses some language of quantities such as more/ a lot. 22-36m</p> <p>Recites numbers in order to 10. 30-50m</p> <p>Begins to use the language of size. 22-36m</p> <p>Uses positional language. 30-50m</p>	<p>Counting objects– accurate touch counting.</p> <p>Comparing groups of objects.</p> <p>2D shapes/ pattern.</p> <p>Creates and experiments with symbols and marks representing ideas of numbers. 22-36m</p> <p>Begins to make comparisons between quantities. 22-36m</p> <p>Uses some number names and number language spontaneously. 22-36m</p> <p>Recites numbers in order to 10. 30-50m</p> <p>Knows that numbers identify how many are in a set. 30-50m</p> <p>Beginning to talk about everyday shapes. Round/ tall. 22-36m</p>	<p>Recognise that amounts change in a group of objects.</p> <p>Number recognition.</p> <p>Touch counting.</p> <p>Count claps, sound not just objects.</p> <p>Know that a group of things changes in quantity when something is added or taken away. 22-36m</p> <p>Sometimes matches numeral and quantity correctly. 30-50m</p> <p>Shows an interest in numbers in the environment. 30-50m</p> <p>Realises not only objects but anything can be counted including steps, claps and jumps. 30-50m</p>	<p>Writing and forming numbers.</p> <p>Recognising numbers and amounts are the same.</p> <p>Number problem activities.</p> <p>Beginning to represent numbers using fingers, marks on paper or pictures. 30-50m</p> <p>Sometimes matches numeral and quantity correctly. 30-50m</p> <p>Shows an interest in number problems. 30-50m</p>	<p>Separating objects in different ways – knowing total stays the same.</p> <p>Number recognition.</p> <p>Looks at amounts being the same/ different.</p> <p>Size – comparing.</p> <p>Separates a group of objects of three or four objects in different ways, beginning to recognise that the total is still the same. 30-50m</p> <p>Counts out from a larger group. 40-60m</p> <p>Counts objects to 10 and beginning to count beyond 10. 30-50m</p> <p>Shows an interest in shapes in the environment. 30-50m</p>	<p>Counting how many is in a group/ counting out of a bigger group.</p> <p>2D/3D shapes</p> <p>Problem solving.</p> <p>Recognise some numerals of personal significance 40-60m</p> <p>Selects the correct numeral to represent 1 to 5 then 1-10 objects. 40-60m</p> <p>Counts an irregular arrangement of up to 10 objects. 40-60m</p> <p>Counts objects up to 10 and beginning to count beyond. 40-60m</p> <p>Beginning to talk about everyday shapes. Round/ tall. 22-36m</p>