

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<p>To identify colours.</p> <p>To identify and match buttons and colours.</p> <p>To match objects and shapes.</p> <p>To match a pattern and size– big and small.</p> <p>To explore sorting.</p> <p>Recite numbers past 5.</p> <p>Show ‘finger numbers’ up to 5.</p>	<p>To identify and recognise Number 1 and 2 when</p> <ul style="list-style-type: none"> • Subitising • Counting • Numeral <p>To be able to identify Patterns and to be able to</p> <ul style="list-style-type: none"> • Extend AB Colour patterns. • Extend AB shape / object patterns. <p>Talk about and identify patterns around them.</p> <p>Say one number for each item in order 1, 2, 3, 4, 5.</p> <p>Know that the last number you reached when counting a small number of objects tells you how many there are in total.</p> <p>Experiment with their own symbols and marks as well as numerals.</p>	<p>To identify and recognise Numbers 3, 4 & 5 during touch count, 1:1 counting 1-3. Numerals & squares/ triangles./ pentagon</p> <p>To identify and recognise Numbers 3 & 4 when Subitising.</p> <p>Composition of 3 & 4.</p> <p>To identify and recognise</p>	<p>To know number order beyond 5 when counting.</p> <p>To use the language of more and less to compare amounts.</p> <p>To know that numbers can be ordered.</p> <p>Subitising to 5.</p> <p>Singing a range of number songs.</p> <p>Make comparisons between objects relating to size, weight and capacity.</p> <p>Select shapes appropriately: flat surfaces for a building, a triangular pattern for a roof, etc.</p>	<p>To subitise to 5.</p> <p>To remember the order in which things happen.</p> <p>Begin to describe a sequence of events, real or fictional using words such as first, then, etc.</p> <p>To be able to demonstrate through games and role play an understanding of positional language.</p> <p>To know that some shapes more appropriate than others when building.</p> <p>To remember different aspects of a journey, e.g. “I walked over a bridge to get to school”.</p>	<p>To subitise to 5.</p> <p>To learn vocabulary linked to describing size and distance.</p> <p>To remember the order in which things happen.</p> <p>To remember different aspects of a journey, e.g. “I walked over a bridge to get to school”.</p> <p>Combine shapes to make new ones.</p> <p>Understand position through words alone.</p>

Mathematical Vocabulary- Communication and Language – Developed and embedded throughout the curriculum every term in every area:

- Use a wider range of vocabulary.
- Understand ‘why’ questions, like: “why do you think the caterpillar is so fat?”