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| Autumn  Term 1 | **Autumn**  **Term 2** | **Spring**  **Term 1** | **Spring**  **Term 2** | **Summer**  **Term 1** | **Summer**  **Term 2** |
| To identify colours.  To identify and match buttons  and colours.  To match objects and shapes.  To match a pattern and size– big and  small.  To explore sorting.  Recite numbers past 5.  Show ‘finger numbers’ up to 5. | To identify and recognise  Number 1 and 2 when  • Subitising  • Counting  • Numeral  To be able to identify Patterns and to be able to  • Extend AB Colour patterns.  • Extend AB shape / object patterns.  Talk about and identify patterns around them.    Say one number for each item in order 1, 2, 3, 4, 5.  Know that the last number you reached when counting a small number of objects tells you how many there are in total.  Experiment with their own symbols and marks as well as numerals. | To identify and recognise  Numbers 3, 4 & 5 during touch count, 1:1 counting 1-3. Numerals & squares/ triangles./ pentagon  To identify and recognise  Numbers 3 & 4 when  subitising.  Composition  of 3 & 4.  To identify and recognise | To know number order  beyond 5 when counting.  To use the language of  more and less to compare amounts.  To know that numbers can be ordered.  Subitising to 3.  Singing a range of number songs.  Make comparisons between objects relating to size, height, length, weight and capacity. | To subitise to 3.  To remember the order in which things happen.  Begin to describe a sequence of events, real or fictional using words such as first, then, etc.  To be able to demonstrate through games and role play an understanding of positional language.  To know that some shapes are more  appropriate than others when building (2D/3D shape).  To remember  different aspects of  a journey, e.g. “I walked over a bridge to get to school”.  Numerical Patterns – to compare quantities using language more than, fewer than. | To subitise to 3.  To learn vocabulary  linked to describing size  and distance.  To remember the order in which things happen.  To remember different aspects of a journey, e.g. “I walked over a  bridge to get to school”.  Combine shapes to make new ones.  Understand position through words alone.  CONSOLIDATION |

**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?”