	Autumn	Spring	Summer
Goals	**ELGs:** **Number** - Children count reliably with numbers from 1-20, place them in order and say which number is one more or less than a given number. - Use quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. - They solve problems, including doubling, halving and sharing. **Shape space and measure** - Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. - They recognise, create and describe patterns. - They explore characteristics of everyday objects and shapes and use mathematical language to describe them.		
Numbers	Count objects to 10 and begin to count beyond 10. Count actions or objects that cannot be moved. Counts up to 6 objects from a larger group. Estimates how many objects they can see and checks by counting them. Uses language of more or fewer to compare two sets of objects. Says the number that is one more than a given number. Finds the total number of items in two groups by counting all of them. Select the correct numeral to represent from 1-10. Records using marks they can interpret and explain. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Begins to identify own mathematical problems based on own interests and fascinations.	Count reliably with numbers from 1 to 20. Place numbers in order from 1 to 20. State which number is one more or one less than a given number. Use quantities and objects to add and subtract two single digit numbers. Count on or back to find the answer to single digit addition or subtraction problems. Solve problems including doubling, halving and sharing.	*Revise Spring for ELG expected.* **Exceeding ELG:** Children estimate a number of objects and check quantities by counting up to 20. They solve practical problems that involve combining groups of 2, 5, 10, or sharing into equal groups.

Shape Space and Measure

Use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes and use the mathematical terms to describe the shapes.

2D Shapes (flat):

Circle, square, triangle, rectangle, hexagon, octagon, pentagon.

3D Shapes (solid):

Cube, cuboid, pyramid, cone, cylinder, sphere, triangular prism, square-based pyramid.

Mathematical Terms:

Corner, edge, face, side, roll, slide.

Select a particular named shape.

Can describe their relative position

Terms:

'Behind', 'next to', 'between', 'in front' 'above' and 'below'.

Order two or three items by length or height.

Orders two items by weight or capacity.

Use familiar objects and common shapes to create and recreate patterns and build models.

Use everyday language related to time.

Mathematical Terms:

Days, weeks, months, seasons.

Beginning to use everyday language related to money.

Mathematical Terms:

Pounds and pence.

Order and sequence familiar events.

Measure periods of time in simple ways.

Use everyday language to talk about size, weight capacity, position, distance, time and money.

Mathematical Terms:

All of previous terms plus;

Clockwise, anticlockwise, forwards, backwards, left, right, near and far.

Measure, heavy, light, scales, full, empty, and estimate.

Compare quantities and objects and solve problems.

Recognise, create and describe patterns.

Explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Revise Spring for ELG expected.

Exceeding ELG:

Children estimate, measure, weigh and compare and order objects and talk about properties, position and time.

Children use more complex mathematical terms:

Metre, centimetre, kilogram, gram, litre, millilitre.

Longest, shortest, furthest, nearest, heaviest, lightest.

Half full, nearly full, half empty, nearly empty.