

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<p>Recite numbers past 5.</p> <p>Show 'finger numbers' up to 5.</p> <p>Select shapes appropriately.</p>	<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>Link numerals and amounts.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Compare quantities using language 'more than' 'fewer than'.</p>	<p>Describe a familiar route.</p> <p>Describe routes and locations.</p> <p>Make comparisons between objects relating to size, weight and capacity.</p> <p>Link numerals and amounts.</p> <p>Develop fast recognition of up to 3 objects without having to count them individually ('subitising').</p>	<p>Make comparisons between objects relating to size, weight and capacity.</p> <p>Extend and create ABAB patterns.</p> <p>Talk about and explore 2D and 3D shapes using informal mathematical language.</p> <p>Select shapes appropriately: flat surfaces for a building, a triangular pattern for a roof, etc.</p>	<p>Begin to describe a sequence of events, real or fictional using words such as first, then, etc.</p> <p>Notice and correct an error in a repeating pattern.</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?"