Mathematics

Foundation Stage 1 3 – 4 Years	Term 1	Term 2	Term 3
	• Show finger numbers up to 5 • Recite numbers to 5 • Experiment with their own symbols and marks as well as numerals • Describe a familiar route • Talk about 2d shapes using informal and mathematical language • Compare quantities using language such as more than and fewer than • Talk about and identify patterns around them e.g. stripes on clothes • Understand position through words alone e.g. the bag in under the table	• Fast recognition of up to 3 objects (Subitising) • Say one number name for each item. • Recite numbers past 5 • Know that the last number reached when counting a set of objects tells you how many there ae in total • Talk about 2d shapes using informal and mathematical language • Select and use shapes appropriately for building • Discuss routes and locations using words such as in front of and behind	• Link numerals and amounts • Solve real world mathematical problems • Make comparisons between objects relating to size, length weight and capacity • Combine shapes to make new ones • Extend and create ABAB patterns • Notice and correct and error in a repeating pattern • Begin to describe a sequence of events using first, then etc.
Foundation Stage 2 **Children in Reception**	Term 1	Term 2	Term 3
	• Can match same and different, • Sorts objects by a given criteria. • Compare amounts – equal, fewer, more • Compare size, mass and capacity. • Explore and make simple patterns. • Represent and compare 1, 2 and 3. • Add using physical resources. • Identify circles, triangles, squares and rectangles and pentagons. • Recognise addition and subtraction symbols. • Identify night and day and use vocabulary of before and after.	• Make amounts to 10, using counters/fingers • Subitise to 5 using 2 dice, counters, pictures, • Order numbers to 10, recognise numerals 0-10 • Count objects accurately to 10, show ways to make 10 using numicon, blocks • Complete two part patterns.	• Have a deep understanding of numbers to 10 including composition of each number. • Subitise up to 5. • Automatically recall without reference to counting aids or rhymes number bonds up to 5 and some number bonds to 10 including double facts. • Verbally count beyond 20 recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts. Recognising greater than, less than or the same. • Explore and represent different patterns within numbers up to 10 including odd and evens, double facts and how quantities can be distributed equally.