Reception Medium Term Plan – Spring

Week	Topic	Objectives	EYFS Development Matters
1	Counting	Recite numbers to 20, then 100. Count back from at least 10 to zero. Order numerals to at least 10. Count up to 20 objects. **HAT outcomes 4, 5, 6, 8 and 9**	**Numbers** Recognises numerals 1 to 5. Counts objects to 10, and beginning to count beyond 10. Counts out up to six objects from a larger group. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Counts an irregular arrangement of up to ten objects. Estimates how many objects they can see and checks by counting them. Uses the language of 'more' and 'fewer' to compare two sets of objects. Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects, then ten objects. In practical activities and discussion, is beginning to use the vocabulary involved in adding and subtracting. Counts reliably with numbers from one to 20, places them in order and says which number is one more or one less than a given number. Solves problems, including doubling, halving and sharing.
2	Counting	Ordinal numbers. Begin to estimate quantities, e.g. choose from 5, 10 or 20. Count actions and sounds. **HAT outcomes 2 (actions), 4 and 5**	**Numbers** Recognises numerals 1 to 5. Counts up to three or four objects by saying one number name for each item. Counts actions, sounds or objects which cannot be moved. Counts objects to 10, and beginning to count beyond 10. Counts out up to six objects from a larger group. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Counts an irregular arrangement of up to ten objects. Estimates how many objects they can see and checks by counting them. Uses the language of 'more' and 'fewer' to compare two sets of objects. Says the number that is one more than a given number. Counts reliably with numbers from one to 20, places them in order and says which number is one more or one less than a given number.
3	Shape and space Data handling	Sort and describe 2D shapes. Symmetry. Name rectangles, squares, circles and triangles. Sort other objects using given criteria. **HAT outcomes 20, 22**	**Numbers** Counts objects to 10, and beginning to count beyond 10. Says the number that is one more than a given number. Counts reliably with numbers from one to 20, places them in order and says which number is one more or one less than a given number. **Shape, Space and Measures** Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape. Uses familiar objects and common shapes to create and recreate patterns and build models. Recognises, creates and describes patterns.

Week	Topic	Objectives	EYFS Development Matters
		and 33	Explores characteristics of everyday objects and shapes and uses mathematical language to describe them.
4	Adding (one and two more)	Say the next number (without counting from 1). Add 1 to any number. Add 2 to any number up to 10. Read the corresponding addition. HAT outcomes 11, 12 and 16	**Numbers** Counts objects to 10, and beginning to count beyond 10. Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects, then ten objects. In practical activities and discussion, is beginning to use the vocabulary involved in adding and subtracting. Records, using marks that they can interpret and explain. Counts reliably with numbers from one to 20, places them in order and says which number is one more or one less than a given number. Using quantities and objects, adds and subtracts two single-digit numbers and counts on or back to find the answer.
5	Pattern	Continue a repeating pattern with three colours/shapes/objects. Symmetrical patterns. HAT outcomes 22 and 32 Also: Begin to recognise and create symmetrical patterns.	**Numbers** Says the number that is one more than a given number. Counts reliably with numbers from one to 20, places them in order and says which number is one more or one less than a given number. Using quantities and objects, adds and subtracts two single-digit numbers and counts on or back to find the answer. **Shape, Space and Measures** Selects a particular named shape. Can describe their relative position such as 'behind' or 'next to'. Uses familiar objects and common shapes to create and recreate patterns and build models. Recognises, creates and describes patterns. Explores characteristics of everyday objects and shapes and uses mathematical language to describe them.
6	Addition (story of ten)	Find different ways to partition sets of ten objects. Read the corresponding addition. Early subtraction – Guess how many are hiding. HAT outcomes 10, 12, 16 and 17	**Numbers** Recognises numerals 1 to 5. Counts objects to 10, and beginning to count beyond 10. Counts an irregular arrangement of up to ten objects. Finds the total number of items in two groups by counting all of them. In practical activities and discussion, is beginning to use the vocabulary involved in adding and subtracting. Records, using marks that they can interpret and explain. Counts reliably with numbers from one to 20, places them in order and says which number is one more or one less than a given number. Using quantities and objects, adds and subtracts two single-digit numbers and counts on or back to find the answer. Solves problems, including doubling, halving or sharing.
7	Counting on	Find one more and two more than any number to 10.	**Numbers** Recognises numerals 1 to 5. Counts up to three or four objects by saying one number name for each item.

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Week	Topic	Objectives	EYFS Development Matters
		One more than numbers to 20. Begin to record the number in a set. To 5, then 10. **HAT outcomes 12, 13 (numbers), 14 and 16**	Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Counts an irregular arrangement of up to ten objects. Estimates how many objects they can see and checks by counting them. Uses the language of 'more' and 'fewer' to compare two sets of objects. Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects, then ten objects. In practical activities and discussion, is beginning to use the vocabulary involved in adding and subtracting. Records, using marks that they can interpret and explain. Counts reliably with numbers from one to 20, places them in order and says which number is one more or one less than a given number. Using quantities and objects, adds and subtracts two single-digit numbers and counts on or back to find the answer.
8	Measures (weight)	Compare two weights using direct comparison; use language of heavier and lighter. Use uniform non-standard units to measure weights up to 10 units. **HAT outcomes 26 (weight) and 27**	**Numbers** Counts objects to 10, and beginning to count beyond 10. Uses the language of 'more' and 'fewer' to compare two sets of objects. Says the number that is one more than a given number. Counts reliably with numbers from one to 20, places them in order and says which number is one more or one less than a given number. **Shape, Space and Measures** Orders two or three items by length or height. Orders two items by weight or capacity. Uses everyday language to talk about size, weight, capacity, position, distance, time and money to solve problems. Explores characteristics of everyday objects and shapes and uses mathematical language to describe them.
9	Shape and space	Recognise cube, cuboid and sphere. Sort 3D shapes according to whether they roll or not, stack or not. **HAT outcomes 21, 22 and 33**	**Numbers** Counts reliably with numbers from one to 20, places them in order and says which number is one more or one less than a given number. **Shape, Space and Measures** Is beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape. Uses familiar objects and common shapes to create and recreate patterns and build models. Recognises, creates and describes patterns. Explores characteristics of everyday objects and shapes and uses mathematical language to describe them.
10	Counting and comparing numbers	Count back from 20 to 0. Compare numbers to 20. Read numbers to 20, match numerals to sets. **HAT outcomes 6, 7, 8, 9, 14 and 15**	Recognises numerals 1 to 5. Counts objects to 10, and beginning to count beyond 10. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Uses the language of 'more' and 'fewer' to compare two sets of objects. Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects, then ten objects. In practical activities and discussion, is beginning to use the vocabulary involved in adding and subtracting. Counts reliably with numbers from one to 20, places them in order and says which number is one more or one less than

Week	Topic	Objectives	EYFS Development Matters
			a given number. Using quantities and objects, adds and subtracts two single-digit numbers and counts on or back to find the answer.
11	Money 'Real life' problems	Recognise 1p, 2p, 5p and 10p coins and know the value of each. Solve practical problems involving counting or role play. **HAT outcomes 30 and 31**	**Numbers** Recognises some numerals of personal significance. Counts actions or objects which cannot be moved. Uses the language of 'more' and 'fewer' to compare two sets of objects. Says the number that is one more than a given number. In practical activities and discussion, is beginning to use the vocabulary involved in adding and subtracting. Counts reliably with numbers from one to 20, places them in order and says which number is one more or one less than a given number. Using quantities and objects, adds and subtracts two single-digit numbers and counts on or back to find the answer. Solves problems, including doubling, halving and sharing. **Shape, Space and Measures** Beginning to use everyday language related to money. Uses everyday language to talk about size, weight, capacity, distance, time and money to solve problems.
12	Time	Know how key times of day (hours only) are shown on the clock, analogue and digital. Begin to know months of the year, including important months, e.g. birthday, celebrated festivals. **HAT outcomes 29 and 28**	**Numbers** Recognises some numerals of key significance. Says the number that is one more than a given number. Counts reliably with numbers from one to 20, places them in order and says which number is one more or one less than a given number. **Shapes, Space and Measures** Uses everyday language related to time. Orders and sequences familiar events. Measures short periods of time in simple ways. Uses everyday language to talk about size, weight, capacity, distance, time and money to solve problems. Recognises, creates and describes patterns.

Outcomes for Reception – Hamilton Assessment Tracker
Outcomes in bold are key skills

1. Recognise numerals 1-5 and some of personal significance; select the correct numeral to represent up to 10 objects. N
2. **Count up to 5, then 10 objects, including in an irregular arrangement, match one-to-one; count actions, images, objects which cannot be moved.** N
3. **Count out a set of up to 6 objects from a larger group.** N
4. Estimate how many objects they can see and check by counting them. N
5. **ELG: Count reliably using numbers 1 to 20 and place the numbers in order.** N
6. Compare two numbers up to 20, and find numbers in between. N
7. **ELG: Say the number after a given number up to 20.** N

8. **ELG: Say the number before a given number up to 20.**   N
9. Use the language of 'greater' and 'less than' and 'more' and 'fewer' to compare two sets of objects.   N
10. Find the total number of items in two groups by counting all of them; begin to find the total by counting on from the larger number. AS
11. Find one more than a group of up to 5 objects and then up to 10 objects. AS
12. **In practical activities, perform additions and subtractions and use the appropriate and relevant vocabulary. AS**
13. **Use appropriate marks to record numbers and operations: begin to use +, –, and = to record additions and subtractions. AS**
14. ELG: Say the number one more than a given number up to 20. AS
15. ELG: Say the number one less than a given number up to 20. AS
16. ELG: Add numbers (<10) of objects, images and quantities, counting on to find the answer, including counting on along a number track or line. AS
17. ELG: Subtract one single digit number from another in the context of a practical activity, including counting back along a number track or line. AS
18. Identify and begin to solve mathematical problems in the context of their own activity or interest. AS
19. ELG: Solve problems including doubling and halving or sharing.   MD
20. Explore 2D shapes, begin to use mathematical names for these 'flat' shapes; select a named shape: circle, square, rectangle, triangle. G
21. Explore 3D shapes, begin to use mathematical names for 'solid' shapes; select a given named shape: sphere, cube, cuboid, pyramid, cone, cylinder. G
22. **Use familiar objects and common shapes to create and recreate patterns and build models. G**
23. Order/sequence everyday events, begin to understand that we can tell the time; recognise analogue/digital o'clock times; measure short times in simple ways.   MS
24. ELG: Use everyday language to compare and order two or three items by length or height. MS
25. ELG: Begin to measure using repeated uniform units, e.g. crayons or footprints. MS
26. ELG: Use everyday language to compare and order 2/3 items by weight or capacity. MS
27. ELG: Begin to measure using repeated uniform units, e.g. conkers or egg-cups. MS
28. ELG: Use everyday language to sequence events and to compare durations (e.g. after two sleeps, all afternoon); understand that we can measure time. MS
29. **Recognise the common units of time (minutes, hours, days, weeks, months, years).**   MS
30. ELG: Use everyday language to talk about money, to identify/describe coins; begin to understand that different coins have different values. MS
31. **Exchange one coin for several of another and make small amounts**.   MS
32. ELG: Recognise, create and describe patterns.   G
33. ELG: Explore characteristics of shapes and everyday objects and use mathematical language to describe them.   G
34. ELG Use everyday language to describe position and direction, e.g. 'behind', 'in front of', 'next to', 'underneath', 'on top of'. G

NB The letters in orange indicate the strand to which each outcome belongs on Hamilton Assessment Tracker

Reception Medium Term Plan – Summer

Week	Topic	Objectives	EYFS Development Matters
1	Counting	Recite numbers to 100 Count in 1s and 10s to 100 Estimate from a given choice or range, e.g. 10, 20 or 100	**Numbers** Counts actions or objects which cannot be moved. Counts objects to 10, and beginning to count beyond 10. Counts up to three or four objects by saying one number name for each item. Counts an irregular arrangement of up to ten objects. Estimates how many objects they can see and checks by counting them. Uses the language of 'more' and 'fewer' to compare two sets of objects. Finds the total number of items in two groups by counting all of them. Counts reliably with numbers from one to 20, places them in order and says which number is one more or one less than a given number.
2	Counting Addition	Add 1, 2 or 3 to any number to 20 by counting on.	**Numbers** Counts up to three or four objects by saying one number name for each item. Counts actions or objects which cannot be moved. Counts objects to 10, and beginning to count beyond 10. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Estimates how many objects they can see and checks by counting them. Uses the language of 'more' and 'fewer' to compare two sets of objects. Finds the total number of items in two groups by counting all of them. Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects, then ten objects. In practical activities and discussion, is beginning to use the vocabulary involved in adding and subtracting. Records, using marks that they can interpret and explain. Counts reliably with numbers from one to 20, places them in order and says which number is one more or one less than a given number. Using quantities and objects, adds and subtracts two single-digit numbers and counts on or back to find the answer.
3	2D Shape Data handling	Sort irregular shapes according to number of corners/sides. Sort objects using criteria such as colour, curved, no. of corners, etc. Sort objects using their own criteria.	**Shape, Space and Measure** Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape. Recognises, creates and describes patterns. Explores characteristics of everyday objects and shapes and uses mathematical language to describe them.
4	Addition Subtraction	Pairs with a total of 6 or 7 – addition and subtraction.	**Numbers** Recognises numerals 1 to 5.

Week	Topic	Objectives	EYFS Development Matters
		Doubles to double 5	Counts up to three or four objects by saying one number name for each item. Counts actions or objects which cannot be moved. Counts objects to 10, and beginning to count beyond 10. Counts out up to six objects from a larger group. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Finds the total number of items in two groups by counting all of them. Finds one more or one less from a group of up to five objects, then ten objects. In practical activities and discussion, is beginning to use the vocabulary involved in adding and subtracting. Counts reliably with numbers from one to 20, places them in order and says which number is one more or one less than a given number. Using quantities and objects, adds and subtracts two single-digit numbers and counts on or back to find the answer. Solves problems, including doubling, halving and sharing.
5	Pattern	Create and complete repeating patterns with two or three colours/shapes/objects/ actions. Count in 2s.	**Numbers** Counts actions or objects which cannot be moved. Counts objects to 10, and beginning to count beyond 10. Says the number that is one more than a given number. In practical activities and discussion, is beginning to use the vocabulary involved in adding and subtracting. Counts reliably with numbers from one to 20, places them in order and says which number is one more or one less than a given number. Solves problems, including doubling, halving and sharing. **Shape, Space and Measure** Uses familiar objects and common shapes to create and recreate patterns and build models. Is beginning to use everyday language related to money. Orders and sequences familiar events. Uses everyday language to talk about size, weight, capacity, position, distance, time and money to solve problems. Recognises, creates and describes patterns.
6	Addition Subtraction	Find 1 more/ 1 less. Subtract 2 by counting back.	**Numbers** Recognises numerals 1 to 5. Counts up to three or four objects by saying one number name for each item. Counts actions or objects which cannot be moved. Counts objects to 10, and beginning to count beyond 10. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects, then ten objects. In practical activities and discussion, is beginning to use the vocabulary involved in adding and subtracting. Counts reliably with numbers from one to 20, places them in order and says which number is one more or one less than a given number. Uses quantities and objects, adds and subtracts two single-digit numbers and counts on or back to find the answer.

Week	Topic	Objectives	EYFS Development Matters
7	Counting	Count and record number of objects to 20 Count on or back 2 or 3	**Numbers** Recognises some numerals of personal significance. Recognises numerals 1 to 5. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects, then ten objects. In practical activities and discussion, is beginning to use the vocabulary involved in adding and subtracting. Records, using marks that they can interpret and explain. Counts reliably with numbers from one to 20, places them in order and says which number is one more or one less than a given number. Using quantities and objects, adds and subtracts two single-digit numbers and counts on or back to find the answer. Solves problems, including doubling, halving and sharing. **Shape, Space and Measure** Beginning to use everyday language related to money. Uses everyday language to talk about size, weight, capacity, position, distance, time and money to solve problems.
8	Measures (capacity)	Direct comparisons. More or less.	**Numbers** Uses the language of 'more' and 'fewer' to compare two sets of objects. In practical activities and discussion, is beginning to use the vocabulary involved in adding and subtracting. Begins to identify own mathematical problems based on own interests and fascinations. **Shape, Space and Measure** Orders two or three items by length or height. Orders two items by weight or capacity. Uses everyday language to talk about size, weight, capacity, position, distance, time and money to solve problems. Explores characteristics of everyday objects and shapes and uses mathematical language to describe them.
9	Counting and comparing numbers	Recite numbers to 100 Read numbers to 100 Fill in missing numbers in a track to 20	**Numbers** Recognises numerals 1 to 5. Counts actions or objects which cannot be moved. Counts out up to six objects from a larger group. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Says the number that is one more than a given number. In practical activities and discussion, is beginning to use the vocabulary involved in adding and subtracting. Records, using marks that they can interpret and explain. Begins to identify own mathematical problems based on own interests and fascinations. Counts reliably with numbers from one to 20, places them in order and says which number is one more or one less than a given number. Using quantities and objects, adds and subtracts two single-digit numbers and counts on or back to find the answer.
10	3D Shape Direction	Describe cube, cuboid, cylinder, sphere, cone and	**Numbers** Says the number that is one more than a given number.

Week	Topic	Objectives	EYFS Development Matters
		pyramid. Left and right. Follow directions.	Counts reliably with numbers from one to 20, places them in order and says which number is one more or one less than a given number. **Shape, Space and Measure** Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape. Can describe their relative position such as 'behind' or 'next to'. Uses everyday language to talk about size, weight, capacity, position, distance, time and money to solve problems. Explores characteristics of everyday objects and shapes and uses mathematical language to describe them.
11	Money	Recognise all coins. Very simple addition and subtraction problems involving money.	**Numbers** Recognises numerals 1 to 5. Counts actions or objects which cannot be moved. Counts objects to 10, and beginning to count beyond 10. In practical activities and discussion, is beginning to use the vocabulary involved in adding and subtracting. Finds the total number of items in two groups by counting all of them. Begins to identify own mathematical problems based on own interests and fascinations. Counts reliably with numbers from one to 20, places them in order and says which number is one more or one less than a given number. Using quantities and objects, adds and subtracts two single-digit numbers and counts on or back to find the answer. Solves problems, including doubling, halving and sharing. **Shape, Space and Measure** Beginning to use everyday language related to money. Uses everyday language to talk about size, weight, capacity, position, distance, time and money to solve problems.
12	Time	Days of the week. Count actions carried out in a minute (more than 20). 60 seconds in a minute. Activities done in 1 minute.	**Numbers** Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects, then ten objects. In practical activities and discussion, is beginning to use the vocabulary involved in adding and subtracting. Counts reliably with numbers from one to 20, places them in order and says which number is one more or one less than a given number. Using quantities and objects, adds and subtracts two single-digit numbers and counts on or back to find the answer. **Shape, Space and Measure** Uses everyday language related to time. Orders and sequences familiar events. Measures short periods of time in simple ways. Uses everyday language to talk about size, weight, capacity, position, distance, time and money to solve problems.

Key

Black = Early Learning Goal

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Reception Medium Term Plan – Autumn

Week	Topic	Objectives	EYFS Development Matters
1	Counting Starters - count to 20, later in week from 10 to 0	Recite numbers to 10, then 20. Say and use number in songs, rhymes and stories. Count up to objects to 10 in a line, or by moving them. Count out up to 10 objects from a larger set (know when to stop!).	**Numbers** Counts up to three or four objects by saying one number name for each item. Counts actions or objects that cannot be moved. Counts objects to 10, and beginning to count beyond 10. Counts out up to six objects from a larger group. Counts an irregular arrangement of up to ten objects. Estimates how many objects they can see and checks by counting them. Uses the language of 'more' and 'fewer' to compare two sets of objects. Counts reliably with numbers from 1 to 20, places them in order and say which number is one more less than a given number.
2	Counting Starters - count to 30, also count back from 10 to 0	Begin to match numerals to the number in a set. Order numerals to 10.	**Numbers** Recognises some numerals of personal significance. Recognises numerals 1 to 5. Counts up to three or four objects by saying one number name for each item. Counts actions or objects which cannot be moved. Counts objects to 10, and beginning to count beyond 10. Counts out up to six objects from a larger group. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Counts an irregular arrangement of up to ten objects. Estimates how many objects they can see and checks by counting them. Says the number that is one more than a given number. Counts reliably with numbers from 1 to 20, places them in order and say which number is one more less than a given number.
3	Shape and space Starters - count to 50, also count back from 10 to 0	Describe the shape and size of shapes. Name circles, squares and triangles. Describe position.	**Numbers** Recognises numerals 1 to 5. Counts actions or objects which cannot be moved. Counts objects to 10, and begins to count beyond 10. Counts reliably with numbers from 1 to 20, places them in order and say which number is one more less than a given number. **Shape, Space and Measure** Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape. Can describe their relative position such as 'behind' or 'next to'. Uses everyday language to talk about size, weight, capacity, position, distance, time and money to solve

Week	Topic	Objectives	EYFS Development Matters
			problems.
			Explores characteristics of everyday objects and shapes and uses mathematical language to describe them.
4	Pattern Starters - count to 100, also back	Continue a repeating pattern with two colours/shapes/objects. Rehearse counting to 20 as you do patterns.	**Numbers** Recognises numerals 1 to 5. Counts actions or objects which cannot be moved. Counts objects to 10, and begins to count beyond 10. Counts reliably with numbers from 1 to 20, places them in order and say which number is one more less than a given number. **Shape, Space and Measure** Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape. Uses familiar objects and common shapes to create and recreate patterns and build models. Recognises, creates and describes patterns. Explores characteristics of everyday objects and shapes and uses mathematical language to describe them.
5	Counting Adding (one more) Starters – keep rehearsing counting to 100/counting back	Count on from any number to 10. Say the next number (i.e. say the number after a given number up to 10 without counting from 1). Read the corresponding addition.	**Numbers** Recognises numerals 1 to 5. Counts up to three or four objects by saying one number name for each item. Counts actions or objects which cannot be moved. Counts objects to 10, and beginning to count beyond 10. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects, then ten objects. In practical activities and discussion, is beginning to use the vocabulary involved in adding and subtracting. Counts reliably with numbers from one to 20, places them in order and says which number is one more or one less than a given number. Uses quantities and objects to add and subtract two single-digit numbers, and counts on or back to find the answer.
6	Addition (story of five) Starters - keep rehearsing counting to 100/counting back	Find different ways to partition sets of five objects. Read the corresponding addition. Early subtraction – Guess how many are hiding.	**Numbers** Recognises numerals 1 to 5. Counts up to three or four objects by saying one number name for each item. Counts objects to 10, and beginning to count beyond 10. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Finds the total number of items in two groups by counting all of them. Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects, then ten objects. In practical activities and discussion, is beginning to use the vocabulary involved in adding and subtracting. Records, using marks that they can interpret and explain. Counts reliably with numbers from one to 20, places them in order and says which number is one more or one less than a given number.

Week	Topic	Objectives	EYFS Development Matters
			Uses quantities & objects to add & subtract two single-digit numbers, & counts on or back to find answer. Solve problems, including doubling, halving and sharing.
7	Counting Starters - keep rehearsing counting to 100/counting back	Count up to 10 objects which can't be moved. Match numerals to the number in a set. Understand zero to describe an empty set. Rehearse counting back from 10 to 0, including in songs, stories and rhymes. Count actions.	**Numbers** Recognises numerals 1 to 5. Counts up to three or four objects by saying one number name for each item. Counts actions or objects which cannot be moved. Counts objects to 10, and beginning to count beyond 10. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Counts an irregular arrangement of up to ten objects. Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects, then ten objects. In practical activities and discussion, begins to use the vocabulary involved in adding and subtracting. Counts reliably with numbers from one to 20, places them in order and says which number is one more or one less than a given number.
8	Measures (length)	Compare two lengths using direct comparison; use language of longer and shorter. Use uniform non-standard units to measure items up to 10 units long. Put three lengths in order.	**Numbers** Recognises numerals 1 to 5. Counts up to three or four objects by saying one number name for each item. Counts objects to 10, and beginning to count beyond 10. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects, then ten objects. Counts reliably with numbers from one to 20, places them in order and says which number is one more or one less than a given number. **Shape, Space and Measure** Orders two or three items by length or height. Uses everyday language to talk about size, weight, capacity, position, distance, time and money to solve problems. Explores characteristics of everyday objects and shapes and uses mathematical language to describe them.
9	Measures (height) Counting and comparing numbers	Compare two heights using direct comparison; use language of taller and shorter. Use uniform non-standard units to measure items up to 10 units high. Put three heights in order. Compare two numbers/quantities, use the language of 'more' and 'less'.	**Numbers** Recognises numerals 1 to 5. Counts objects to 10, and beginning to count beyond 10. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Counts an irregular arrangement of up to ten objects/symbols Uses the language of 'more' and 'fewer' to compare two sets of objects. Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects, then ten objects. In practical activities and discussion, is beginning to use the vocabulary involved in adding and subtracting. Counts reliably with numbers from one to 20, places them in order and says which number is one more or one less than a given number. Solves problems, including doubling, halving and sharing. **Shape, Space and Measures** Orders two or three items by length or height.

Week	Topic	Objectives	EYFS Development Matters
			Uses everyday language to talk about size, weight, capacity, position, distance, time and money to solve problems. Explores characteristics of everyday objects and shapes and uses mathematical language to describe them.
10	Shape	Begin to describe 3D shapes. Use 3D shapes to print and make models.	**Numbers** Counts objects to 10, and beginning to count beyond 10. Says the number that is one more than a given number. Counts reliably with numbers from one to 20, places them in order and says which number is one more or one less than a given number. **Shape, Space and Measures** Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape. Uses familiar objects and common shapes to create and recreate patterns and build models. Explores characteristics of everyday objects and shapes and uses mathematical language to describe them.
11	Money 'Real life' problems	Recognise £1 and £2 coins. Compare prices in pounds up to £10 (by making lines of pound coins). Use money in role play (e.g. pound shop). Solve practical problems involving counting or role play.	**Numbers** Counts objects to 10, and is beginning to count beyond 10. Uses the language of 'more' and 'fewer' to compare two sets of objects. Says the number that is one more than a given number. Counts reliably with numbers from one to 20, places them in order and says which number is one more or one less than a given number. **Shape, Space and Measures** Beginning to use everyday language related to money. Uses everyday language to talk about size, weight, capacity, position, distance, time and money to solve problems.
12	Time	Use days of the week in context, e.g. story. Recognise a minute as unit of time. Count actions carried out in a minute (less than 20).	**Numbers** Counts objects to 10, and is beginning to count beyond 10. Says the number that is one more than a given number. Counts reliably with numbers from one to 20, places them in order and says which number is one more or one less than a given number. **Shape, Space and Measures** Uses everyday language related to time. Orders and sequences familiar events. Measures short periods of time in simple ways. Uses everyday language to talk about size, weight, capacity, position, distance, time and money to solve problems.

Key

Black = Early Learning Goal

Blue = Steps leading to the ELG