

Week	Objective	
Autumn One		
1	I can join in with number rhymes and songs	<u>Magical Mathematical Moments</u> Self-Registration on ten frames Cubes to vote for a book (Big /Small) Visual timers (2 minutes left of continuous provision) Daily snack time (weekly focus) Shadow boarding during block play Weather chart Numerals on pots to show amount Number of children in each area Circle time
2	I can begin to say numbers, some of which are in the correct order	
3	I can say how many is in a group up to 2	
4	I can touch or move objects as I count	
5	I can recognise when there is 1 object	
6	I can recognise groups of up to 2 without counting (subitising)	
7	I can sort objects by colour	
8	I am beginning to respond to patterns and routines in the setting such as snack time	
9	I can explore basic shapes such as ‘circles’, ‘triangles’, ‘squares’ and ‘rectangles’	
11	I can use the words ‘big’, ‘little’, ‘huge’ and ‘tiny’ to compare size through play	
12	I can respond to some special and positional language such as "in" and "on"	
13	I can use language ‘more’, ‘less’ and ‘same’ when talking about groups of objects	
Autumn Two		
1	I can recite numbers to 3 and show up to 3 on my fingers	<u>Magical Mathematical Moments</u> Self-Registration on ten frames Cubes to vote for a book (Big /Small)
	I can recognise numerals up to 3	
2	I can count up to 3 objects accurately in the correct order	
3	I can say the last number counted when counting objects (Cardinality)	

4	I can recognise groups of up to 3 without counting (subitising)	Visual timers (2 minutes left of continuous provision) Daily snack time (weekly focus) Shadow boarding during block play Weather chart Numerals on pots to show amount Number of children in each area Circle time
5	I can compare groups using "more"	
7	I am beginning to respond to sound and action patterns	
8	I can explore basic shapes in different areas of the environment	
10	I can use the words ‘full’ and ‘empty’ by exploring capacity through play	
11	I can respond to some special and positional language such as "under" and "next to"	
Spring One		
1	I can count up to 4 objects and show up to four on my fingers	<u>Magical Mathematical Moments</u> Self-Registration on ten frames Cubes to vote for a book (Big /Small) Visual timers (2 minutes left of continuous provision) Daily snack time (weekly focus) Shadow boarding during block play Weather chart Numerals on pots to show amount Number of children in each area Circle time
2	I can recognise groups of up to 3 without counting (subitising)	
3	I can compare groups using "more" and "fewer"	
4	I am able to extend an action pattern	
5	I can begin to describe simple shapes such as square, triangle, circle and rectangle in provision.	
6	I can use simple shape names in play	
7	I can use the words ‘tall’ and ‘short’ by exploring height through play	
8	I can respond to some special and positional language such as "up" and "down"	
Spring Two		

1	I can recite numbers to 4 and show up to four on my fingers	<u>Magical Mathematical Moments</u> Self-Registration on ten frames Cubes to vote for a book (Big /Small) Visual timers (2 minutes left of continuous provision) Daily snack time (weekly focus) Shadow boarding during block play Weather chart Numerals on pots to show amount Number of children in each area Circle time
2	I can count up to 4 objects accurately	
3	I can identify when groups have the same number	
4	I can recognise groups of up to 3 without counting (subitising)	
5	I can solve simple practical problems involving "one more"	
6	I can create my own sound and action pattern	
7	I can recognise a rectangle	
8	I can talk about simple shape properties	
9	I can use the words ‘long’ and ‘short’ by exploring length through play	
10	I can respond to some special and positional language such as "behind" and "in front"	
11	I can recite numbers to 4	
Summer One		
1	I can recite numbers to 4 or 5 and show up to four on my fingers	<u>Magical Mathematical Moments</u> Self-Registration on ten frames Cubes to vote for a book (Big /Small) Visual timers (2 minutes left of continuous provision) Daily snack time (weekly focus) Shadow boarding during block play Weather chart Numerals on pots to show amount
2	I can count up to 5 objects	
3	I can recognise numerals to 3	
4	I can match numerals to quantities to 3	
5	I can recognise groups of up to 4 without counting (subitising)	
6	I can solve simple practical problems involving "one less"	
7	I can compare groups and say which has more	
8	I can notice patterns in the environment	
9	I can recognise common 2D shapes in the environment	
10	I can use the words ‘heavy’ and ‘light’ by exploring weight through play	

11	I can respond to some special and positional language such as "inside" and "outside"	Number of children in each area Circle time
Summer Two		
1	I can recite numbers to 5 and show up to five on my fingers	<u>Magical Mathematical Moments</u> Self-Registration on ten frames Cubes to vote for a book (Big /Small) Visual timers (2 minutes left of continuous provision) Daily snack time (weekly focus) Shadow boarding during block play Weather chart Numerals on pots to show amount Number of children in each area Circle time
2	I can count up to 5 objects	
3	I can recognise numerals to 5	
4	I can match numerals to quantities to 5	
5	I can recognise groups of up to 4 without counting (subitising)	
6	I can solve simple practical problems involving "one less"	
7	I can compare groups and say which has more	
8	I can copy an AB pattern	
9	I can recognise common 2D shapes in the environment	
10	I can explore differences in size, length, weight and capacity.	
11	I can respond to some special and positional language such as "inside" and "outside"	