Reception

Week	Objective	
Autumn One		
1	I can recite to three	**<u>Magical Mathematical Moments</u>** Self-Registration on three frames Cubes to vote for a book (big & small/ more & less) Line leader and back stop (First and last) Visual timers (5 minutes left of continuous provision) Daily snack time (weekly focus) Shadow boarding during block play Weather chart Daily calendar (Days of the week) Numerals on pots to show amount Number of children in each area Circle time
2	I can count backwards from three	
3	I can order number amount from 0-3	
4	I can count to 3 with 1.1 correspondence	
5	I can say how many are in a group, up to three (Cardinality)	
6	I can say one more than a number up to 3	
7	I can say one less than a number up to 3	
8	I can subitise to three	
9	I can recognise that double one equals two	
10	I can recognise numbers within three (number bonds)	
11	I can recognise when groups are greater, smaller or equal up to three	
12	I can copy an AB pattern	
13	I can extend and AB pattern	
14	I can name a circle and discuss the properties	
15	I can name a triangle and discuss the properties	
16	I can use ‘tall’, ‘short’, ‘big’ and ‘small’ to measure size and height	
17	I can use ‘in’, ‘on’ and ‘under’ to describe position	
Autumn Two		
1	I can recite to five	**<u>Magical Mathematical Moments</u>** Self-Registration on five frames
2	I can count backwards from five	
3	I can order number from 0-5	

4	I can count to 5 with 1.1 correspondence	Cubes to vote for a book (big & small/ more & less) Line leader and back stop (First and last) Visual timers (5 minutes left of continuous provision) Daily snack time (weekly focus) Shadow boarding during block play Weather chart Daily calendar (Days of the week) Numerals on pots to show amount Number of children in each area Circle time
5	I can say how many are in a group, up to five (Cardinality)	
6	I can say one more than a number up to 5	
7	I can say one less than a number up to 5	
8	I can subitise to four	
9	I can recognise that double two equals four	
10	I can recognise numbers within five (number bonds)	
11	I can recognise when groups are greater, smaller or equal up to five	
12	I can create my own AB pattern	
13	I can use 'long' and 'short' to describe length	
14	I can use 'up', 'down and 'next to' to describe position	
15	I can name a square	
	I can name a rectangle	
Spring One		
1	I can recite to seven	**<u>Magical Mathematical Moments</u>** Self-Registration on five frames Cubes to vote for a book (longer/shorter) Line leader and back stop (First and last) Visual timers (5 minutes left of continuous provision)
2	I can count backwards from seven	
3	I can count to seven with 1.1 correspondence	
4	I can say how many are in a group, up to seven (Cardinality)	
5	I can say one more than a number up to seven	
6	I can say one less than a number up to seven	
7	I can subitise to five	

	I can recognise that double three equals six	Daily snack time (weekly focus) Shadow boarding during block play Weather chart Daily calendar (Days of the week) Numerals on pots to show amount Number of children in each area Circle time
8	I can recognise numbers within seven (number bonds)	
9	I can recognise when groups are greater, smaller or equal up to seven	
10	I can spot errors in an AB pattern	
11	I can describe the properties of a circle	
12	I can describe the properties of a triangle	
13	I can use 'heavy' and 'light' to measure weight / mass	
14	I can use 'in front', 'behind' and 'on top' to describe position	
Spring Two		
1	I can recite to eight	**Magical Mathematical Moments** Self-Registration on ten frames Cubes to vote for a book (longer/shorter) Line leader and back stop (First and last) Visual timers (5 minutes left of continuous provision) Daily snack time (weekly focus) Shadow boarding during block play Weather chart Daily calendar (Days of the week) Numerals on pots to show amount
2	I can count backwards from eight	
3	I can count to eight with 1.1 correspondence	
4	I can say how many are in a group, up to eight (Cardinality)	
5	I can say one more than a number up to eight	
6	I can say one less than a number up to eight	
7	I can subitise to six	
	I can recognise that double four equals eight	
8	I can recognise numbers within eight (number bonds)	
9	I can recognise when groups are greater, smaller or equal up to eight	
10	I can create an AB pattern with deliberate mistake	
11	I can describe the properties of a square	

12	I can describe the properties of a rectangle	Number of children in each area Circle time
13	I can use 'full' and 'empty' to measure capacity	
14	I can use 'between', 'bottom' and 'inside' to describe position	
Summer One		
1	I can recite to nine	**Magical Mathematical Moments** Self-Registration on ten frames Cubes to vote for a book (longer/shorter) Line leader and back stop (First, second and last) Visual timers (5 minutes left of continuous provision) Daily snack time (weekly focus) Shadow boarding during block play Weather chart Daily calendar (Days of the week) Numerals on pots to show amount Number of children in each area Circle time
2	I can count backwards from nine	
3	I can count to nine with 1.1 correspondence	
4	I can say how many are in a group, up to nine (Cardinality)	
5	I can say one more than a number up to nine	
6	I can say one less than a number up to nine	
7	I can subitise to six	
8	I can automatically recall double numbers to eight	
9	I can recognise numbers within nine (number bonds)	
10	I can recognise when groups are greater, smaller or equal up to nine	
11	I can copy and extend ABB and AAB patterns	
12	I can recognise 2D shapes within 3D shapes	
13	I can name a sphere	
14	I can name a cube	
15	I can name a cone	
16	I can name a cylinder	
17	I can use non-standard measurements to measure length	
18	I can use 'over', 'through' and 'near' to describe position	

Summer Two		
1	I can recite to ten	**<u>Magical Mathematical Moments</u>** Self-Registration on ten frames Cubes to vote for a book (longer/shorter) Line leader and back stop (First, second and last) Visual timers (5 minutes left of continuous provision) Daily snack time (weekly focus) Shadow boarding during block play Weather chart Daily calendar (Days of the week) Numerals on pots to show amount Number of children in each area Circle time
2	I can count backwards from ten	
3	I can count to ten with 1.1 correspondence	
4	I can say how many are in a group, up to ten (Cardinality)	
5	I can say one more than a number up to ten	
6	I can say one less than a number up to ten	
7	I can subitise to six	
8	I can automatically recall double numbers to ten	
9	I can recognise numbers within ten (number bonds)	
10	I can recognise when groups are greater, smaller or equal up to ten	
11	I can create my own ABB and AAB patterns	
12	I can describe the properties of 3D shapes	
13	I can use ‘fast’ and ‘slow’ to describe motion	
14	I can use ‘beside’, ‘around’ and ‘outside’ to describe position	