



Maths

Children will see themselves as confident mathematicians.

They draw on their mathematical embedded knowledge and language to solve problems.

1.To be able to subitise with numbers to 10.

3a. Verbally count to 10 and beyond.

2.To be able to say and recognise 1 more than a number to 10.

3b. Verbally count to 20 and beyond.

4.To be able to recognise numbers to 10 out of sequence.

5.Able to recall number bonds to 5 and some to 10 independently.

6.To recall and learn familiar number songs and rhymes.

8.Confidently understand the cardinal counting principle.

7.To be able to estimate an amount and count to check.

9.To be able to recognise numerals 1-10 and link to the number value.

10.To confidently use mathematical language to compare and talk about numbers.

11.To be able to play games inside and outside that involve counting.

27. Children understand and demonstrate the term 'equal'.

12.For children to be able to record quantities in different ways.

24. Children are beginning to verbally count backwards from a given number.

13.To understand about sharing objects.

14.To understand and use the 'part part whole' model.

15.Understand the composition of 2D shapes and patterns.

19.To be able to compare different lengths using mathematical language e.g. length, big, tall.

22.To understand and use the vocabulary relating to 'one more' and 'one fewer than'

26. To count things that cannot be seen touched or moved.

16.To be able to name, recognise and say properties of 2D and some 3D shapes.

18.To be able to continue, copy and create repeating patterns at least three times, physically and orally. E.g. ABABAB

20.To learn strategies relating to problem solving including jigsaws.

25. To count irregular arrangements of items.

17.To be able to compare different weights using mathematical language e.g. heavy, light

21.To be able to compare a range of capacities using mathematical language e.g. heavy, full.

23.To recognise and begin to use the correct formation of numerals.

27. The quantity of a set remains the same unless you add or take something away.

28. Children make constructions patterns and pictures by selecting shapes that fit when rotated or flipped.

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38.

30. Explore the composition of odd and even numbers looking at the 'shape' of these numbers. (Make links to number doubles)

31. Children will be able to use the language of position and direction.

37.

32. Using non standard and standard units of measure.

34.

36.

33. To use time to sequence events.

35.

