EYFS Mathematics Progression –

Numbers and Shape, Space and Measures

Area / subject		Skills & Knowledge	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths Number Numerical Patterns		Pre School N1 2-3 YRS	React to changes of amount in a group of up to three items. Beginning to recite number names in sequence. Take part in finger rhymes with numbers. Say some number names randomly Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.	Combine objects like stacking blocks and cups. Put objects inside others and take them out again. Build with a range of resources. Complete inset puzzles. Beginning to categorise objects according to properties such as shape or size	React to changes of amount in a group of up to three items. Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' Recites some number names in sequence Beginning to recite numbers past 5. Beginning to show finger numbers up to 5. Beginning to recognise numerals of personal significance.	Beginning to categorise objects according to properties such as shape or size. Beginning to use positional language. Notices patterns and arrange things in patterns. Climb and squeezing selves into different types of spaces Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like	Recites numbers in order to 10. Counts up to three or four objects by saying one number name for each item. Recognise some numerals of personal significance. Fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5.	Uses positional language. Make comparisons between objects relating to size, length, weight and capacity Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones – an arch, a bigger triangle etc. Talk about and identifies the patterns around them. For example: stripes on clothes,

						‘pointy’, ‘spotty’, ‘blobs’ etc.	Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’). Experiment with their own symbols and marks as well as numerals. Selects a small number of objects from a group when asked. Compare amounts, saying ‘lots’, ‘more’ or ‘same’.	designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc. Compare sizes, weights etc. using gesture and language - ‘bigger/little/smaller’, ‘high/low’, ‘tall’, ‘heavy’.
		Pre School N2 3-4 yrs	Recites numbers in order to 10. Counts up to three or four objects by saying one number name for each item. Recognise some numerals of personal significance.	Selects a particular named shape. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones – an arch, a	Recognises numerals 1 to 5. Counts out up to six objects from a larger group. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.	Uses positional language. Understand and use words/signs such as, in, under, behind, in front, beside, next to and use them in my play Understand position through words alone – for	Able to say numbers in order from 1 to 10 or higher. Knows that the last number counted tells me how many there are in total Uses counting to help solve problems that are	Compare quantities using language: ‘more than’, ‘fewer than’ Able to tell you which thing is “heavy” and which thing is “light” when given two things and say what is ‘full’ and ‘empty’

			Fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Matches the right number to a group of things from 1 to 5 to begin with, and then from 1 to 10	bigger triangle etc. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Begin to use words like "round" and "straight" when talking about the shapes. Chooses the right shape for a task like flat surfaces for building, a triangular prism for a roof etc Able to combine shapes to make new ones – an arch, or a bigger triangle etc. Recognises and names all	Show 'finger numbers' up to 5. Fast recognition of up to 5 objects, without having to count them individually ('subitising'). Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Touches one thing and say the number name at the same time and in order to help me count how many things there are	example, "The bag is under the table," – with no pointing. Able to tell you a familiar route I know Discuss routes and locations, using words like 'in front of' and 'behind'. Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. *Able to follow and make own patterns like stick, leaf, stick, leaf.	important to them, like splitting a sandwich in half to share with my friend Able to subitise, look at a group of objects and know how many there are Number bonds to 3 Separates a group of three or four objects in different ways, Beginning to recognise that the total is still the same. Compares two groups of objects, saying when they have the same number.	when filling containers Make comparisons between objects relating to size, length, weight and capacity Selects a particular named shape.. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Begin to use words like "round" and "straight" when talking about the shapes. Recognises and names all common 2d and 3d shapes (sphere, cube,

				common 2d and 3d shapes (sphere, cube, cone, cylinder, pyramid)				cone, cylinder, pyramid)
	Reception	Autumn Term 1 Maths		Recognising and Representing number: Stage 6 Consistently counts with numbers in order to 10 forwards and begins to do the same backwards. With support counts objects that cannot be moved & counts actions. Counts up to 10 objects saying one number for each item (1:1 correspondence) - moveable objects. Beginning to count up to 3 objects from a larger group. Consistently recognises and begins to order numerals 0 to 5.	Comparing numbers Stage 6 Compare sets of objects up to 5 in different contexts, considering size and difference, using the language of more and fewer. **Compare items that are the same** **Compare items that are different** Intro – Use Smart WRM whiteboard presentation and compare items in a 5 frame using the language fewer, the same as, more. In small groups / individually can children add items to the 2 x 5 frames and say which has fewer,	Composing Numbers Stage 6 Have a deep understanding of composition of 2, 3,4 and 5. Consistently subitise (recognise quantities without counting) up to 3. **Part-whole** Draw part-whole representations for different numbers. Use a laminated numbered squirrel that allows children to use acorns to see different representations of acorns e.g. 3 and 2.	Recognising and Representing number: Stage 6 Consistently counts with numbers in order to 10 forwards and begins to do the same backwards. With support counts objects that cannot be moved & counts actions. Counts up to 10 objects saying one number for each item (1:1 correspondence) - moveable objects. Beginning to count up to 3 objects from a larger group. Consistently recognises and begins to order numerals 0 to 5. Selects the	Composing Numbers Stage 6 Have a deep understanding of composition of 2, 3,4 and 5. Consistently subitise (recognise quantities without counting) up to 3. **Missing bears** Explain to children you three bears. One quantity of counters in this hand, how many are in the other hand? Children find the number needed to make 3, etc. Counting out porridge. Mummy bear needs 5 scoops. If

				Selects the correct numeral to represent 0-5 objects. Correctly links names of numbers and numerals 0-5. Begins to correctly form the numerals 0-5. Show 'finger numbers' up to 5. **Buckets** Place some buckets (probably 3 to 8) in the middle of a suitable space along with the dinosaurs which should be near to, but not in, the baskets. Identifying numerals on buckets to match with the quantity of dinosaurs. https://nrich.maths.org/9716 Give dinosaurs or colour monster a given number of spines, teeth etc.	the same as or more. **Pan balances** Use a pan balance to introduce the concept of balance as equal, down as more and up as less. Frame questions to include the target language e.g. place 2 cubes on one side and 5 on the other. Which is more/which is less? How many cubes are needed to balance it? When the pans are not balanced ask the children do you need to add more or fewer cubes to a side to make it balance? Use numicon to compare. **What have I hidden?** Have numicon shapes 1-5 in order. Hide a numicon shape in a feely bag. Ask	Children create a part-whole model to represent **Number talks** Arrange up to five autumn objects and confirm that everyone sees that number. Ask, 'What numbers can you see hidden inside three?' Collect different views. Turn the board away to rearrange, show briefly and ask, 'How do you see them now?' https://nrich.maths.org/14005 **Hidden objects** Show the children a cloth and your closed hand; underneath the cloth and in your hand hide a number of acorns. Explain that you have 3 acorns altogether. What are the different combinations of acorns I could have?	correct numeral to represent 0-5 objects. Correctly links names of numbers and numerals 0-5. Begins to correctly form the numerals 0-5. Show 'finger numbers' up to 5. **Rosies walk path activity:** **Counting along a number line from different start points** Count along a number in steps of 1 starting from a range of different start numbers. Make sure that you work on counting back again as much as counting forwards. **Which one isn't….** Show different representations of a number from 1-10 with one or two odd ones out and ask the children to identify and	I give her 3 how many more? Compare bears Children arrange their group of bears (up to 5) in different combinations of colours.

				Ordering Ordering numerals from 0-5 digit cards/on a washing line/number line. Can you match the correct numicon piece? How do you know that number goes there?	children to work out which shape is hidden by asking indirect questions. E.g. is it bigger than 7 or is it smaller than the red shape? Encourage children to reason by asking - Which ones couldn't it be? Why?		justify which one isn't seven/six/four/etc. On Rosies walk she saw… give children a number of things and children to match with an amount.	
	Autumn Term 2	Calculations Number bonds Stage 6 Use objects and pictures to make addition number bonds for numbers 0-5. Begin to automatically recall addition number bonds for numbers 0–5. **Session 1:** Firework Maths. The rocket needs 5 bangs Each cube represents a bang.	Calculations: addition- applications with money Stage 6 Finds one more from a group of up to 5 objects. Finds the total number of objects in two groups by counting all of them (up to 10). In practical activities and discussion, begin to use the vocabulary involved in adding (e.g.plus, add,	Number patterns Stage 6 Explore patterns of numbers within numbers up to 5. Begin to recognise the pattern of the counting system. Space Race	Calculations Number bonds Stage 6 Use objects and pictures to make addition number bonds for numbers 0-5. Begin to automatically recall addition number bonds for numbers 0–5. Session 1: Gingerbread man has 5 buttons- what colour combinations can he have?	Calculations: addition Stage 6 Finds one more from a group of up to 5 objects. Finds the total number of objects in two groups by counting all of them (up to 10). In practical activities and discussion, begin to use the vocabulary involved in adding (e.g.plus, add, total, altogether, addition, more).	Measures- Stage 6 Beginning to use language related to time (next, then, before, after, first). Begins to use clues from the environment to determine what time of day it is e.g. day time, night time, lunch time. Orders and sequences familiar events. Begins to measure time in	Shape 2D and 3D shapes Stage 6 Names and recognises simple 2D (circle, square, triangle, rectangle). Begins to draw marks to represent shapes e.g. straight lines, curves, circles and draw/print with 2D shapes to make designs. Names and recognises simple 3D shapes (cube, cuboid, sphere, cone).

		I have 2 how many more bangs make 5. Children to begin to rapidly recall facts rather than work it out. Children build rockets using cubes. Record on tapestry. Repeat with other no.s if confident. **Session 2: Part-whole** Draw part-whole representations for different numbers. Use a part part whole frame to allow children to use and move representations and manipulatives and write on numbers. Children create a part-whole model to represent a firework scene e.g. 5 fireworks: 3 blue and 2 green. **Session 3: Double sided counters Not on IWB**	total, altogether, addition, more). Begins to recognise coins. Begins to use more advanced language related to money e.g. change, dear, costs more, cheap, costs less, cheaper, costs the same as how much…? how many…? Total, coin names. Session 1: Coin recognition- how many pennys make a? Play toy shop online game making amounts. Session 2: Add monsters together- Part part whole using caves- show number sentence. Session 3: Children buy their monster some dinner choosing tummy ache cards. Children make amounts for each card using		Session 2: How many different ways can you make x? Use fingers and list on w/bs Session 3: Empty box number sentences. Answer at end and beginning.		meaningful contexts.	Uses everyday language to describe shapes e.g. pointy, curved, smooth, flat. Uses familiar objects and common shapes to build models.

		Provide the children with 5 double sided counters; allow them to experiment with different combinations of colours and encourage them to record their answers. This could be in a fives frame, a number sentence, as a part-whole model, etc. Or provide the children with the five counters in a cup; allow them to shake the cup and tip out the counters. Discuss how many of each colour there are; if we repeat this again do we get the same combination?	coins (1ps, ext 5p, 2ps) How much did the monster spend if you add two cards together? Record on tapestry and not yet file.					
	Spring 1 Maths Stage 7		Recognising and representing number Stage 7 Consistently counts backwards with numbers in	Composing numbers Stage 7 Have a deep understanding of composition of numbers up to	Calculation Stage 7 Number bonds to 5 subtraction. Use objects and pictures to solve subtraction	Comparing numbers Stage 7 Compare sets of objects up to 10 in different contexts,	Number Patterns Stage 7- doubling facts and money Explore and represent patterns within	Calculation- Sharing Stage 7 Shares objects equally between containers one at a time, counting

			order from 10. Begins to verbally count to 20. Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value. Beginning to count objects beyond 10. Counts an irregular arrangement of up to 10 objects. Counts up to 6 objects from a larger group. Recognises and orders numerals 0 to 10. Selects the correct numeral to represent 0-10 objects. Correctly links names of numbers and numerals 0-10. Begins to correctly form the numerals 0-10. Review of numbers 10 10 (Short week)	10. Consistently subitise (recognise quantities without counting) up to 5. Session 1 – Odd one out up to 10- show various representations of numbers up to 10 – use display cards Session 2 – Number Bond song Use 10 numicon- how many more to make ten? Learn song Session 3 - Part, part, whole – snowmen Children roll dice to add 2 colours of buttons- how may in total? How do you know? Extension- put x number of coloured counters, how many more to make ten? Link	number bonds for numbers 0-5. Begin to automatically recall addition number bonds for numbers 0–5 to solve subtraction from 5. Session 1: Par tpart whole Session 2: Tens frames, listing the ways to make 5 and 10 Session 3: 5/10 nursery – subtraction showing number bonds	considering size and difference, using the language of more and fewer. Use vocabulary: 'more than', 'less than', 'fewer', 'the same as', 'equal to' Session 1: Comparing animals/tens frames Session 2: Comparing and sorting dominoes Session 3: Using pan balances to compare cubes/numicon	numbers up to 10, including double facts. Begin to recognise the pattern of the counting system. Session 1: Double Smoothies Show children a recipe for a healthy smoothie. Explain you need double the amount. E.g. 2 strawberries = 4 4 bananas = 8 etc Children to make smoothies using correct amount of ingredients Session 2: Doubling numicon. Children to match numicon to show a double. Model number sentences. Children to investigate and record number sentences in CI. Session 3:	how many are in each container. Identifies when objects/quantities have been shared equally (by counting). Halves an object/shape and quantity of objects. Session 1: What is half? Show children what is half power point. Explain that when you half something or an amount that you are splitting it into two **equal** pieces. It is the opposite of doubling. Show children images spilt into two parts/groups- is this half? CI- give children shapes to cut out and half. Session 2: Share the skeletons midnight feast

				to previous session.			Show patterns using numicon. What comes next?	Explain that the skeletons have decided to have a midnight feast – can we share the food between them? Which numbers do not share? Why? Use plates and place fruit- can children share equally- record on tapestry Session 3: Tooth fairy sharing Explain that the tooth fairies have been busy collecting all of the children's teeth. They have returned to the tooth fairy kingdom and need to share the teeth equally. They have tried to do this? Which images show that they have shared equally? Why/how do you know?

	Spring 2 Stage 7	Spring 2 Stage 7	Recognising and representing number Stage 7 Consistently counts backwards with numbers in order from 10. Begins to verbally count to 20. Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value. Beginning to count objects beyond 10. Counts an irregular arrangement of up to 10 objects. Counts up to 6 objects from a larger group. Recognises and orders numerals 0 to 10. Selects the correct numeral to represent 0-10	Number Patterns Stage 7- doubling facts and money Explore and represent patterns within numbers up to 10, including double facts. Begin to recognise the pattern of the counting system.	Calculation Stage 7 Number bonds to 5 subtraction. Use objects and pictures to solve subtraction number bonds for numbers 0-5. Begin to automatically recall addition number bonds for numbers 0–5 to solve subtraction from 5.	Comparing numbers Stage 7 Compare sets of objects up to 10 in different contexts, considering size and difference, using the language of more and fewer. Use vocabulary: 'more than', 'less than', 'fewer', 'the same as', 'equal to'	Calculation: Subtraction Stage 7 Applications with money Finds one less from a group of up to 10 objects Solves a simple subtraction problem (takeaway and difference) using pictures. Uses the language of subtraction, including take away, less, subtract, minus, difference.	Calculation- Sharing Stage 7 Shares objects equally between containers one at a time, counting how many are in each container. Identifies when objects/quantities have been shared equally (by counting). Halves an object/shape and quantity of objects.

			objects. Correctly links names of numbers and numerals 0-10. Begins to correctly form the numerals 0-10. Assessment- Children to order and match numerals and numicon to 10 or 20 Counting forwards and backwards from 20 daily					
	Summer 1 Maths	**Summer 1 Maths**	Number: Recognising and representing number Stage 8 ● Verbally count beyond 20. ● Counts an irregular arrangement of up to 15 objects. ● Counts up to 15 objects from a larger group.	Number: Recognising and representing number Stage 8 ● Recognises and orders numerals 0 to 20. ● Selects the correct numeral to represent 0-20. objects. ● Correctly links names of numbers and	Calculations: Doubling (Links to addition flow stage 8) ● To double a number ● To rapidly recall doubles ● To record doubling as a number sentence Lady bird doubling spots	Calculations Sharing Stage 8 ● Explore how quantities can be distributed equally. ● Solves sharing problems ● Explore and represent patterns within numbers up to 10,	Calculations: Addition and subtraction Stage 8 ● Says the number that is one more than a given number up to 20. ● Adds two single digits using quantities and objects by counting on.	Calculations: Number bonds Stage 8 ● Automatically recall number bonds for numbers 0-5 and for 10, including corresponding partitioning facts Bee's in a hive- You need 10 bee's in the hive to make there

			Count out minibeasts from a larger set Give a number to the children- children count backwards to check the amount. Children use tens frames to create an amount of minibeasts e.g. 15 – a full frame and 5 more.	numerals 0-20. ● Begins to correctly form the numerals 0-20. Ordering numbers on incy wincy's drainpipe- forwards and backwards. Write missing numbers on a drainpipe Spider lunch- give your spider x amount of flies- show the numeral- children feed put that many flies on the web.	Double trouble game Numicon doubling	including evens and odds. Sharing fruit equally between hungry caterpillars – whole-part, part Investigate which numbers can be shared equally- odd/even Identify halving using pictures	● Correctly uses the language and symbols of addition (plus, add, total, altogether, addition, more, +, =). ● Says the number that is one less than a given number up to 20. ● Subtracts a single digit from another single digit using quantities and objects by counting back. ● Subtracts a single digit from another single digit using quantities and objects by finding the difference. ● Correctly uses the	honey- There are only x. How many more do we need? (Use yellow ten's frames) Record as a number sentence Worms in the holes- use numicon and strind- can you wiggle the worms through 10 holes. Which pieces of numicon should you use?

							language and symbols of subtraction (take away, less, subtract, minus, difference, -, =) Slippery snail trail – The snail has slid to the numeral one more/one less than. Solve the number sentence using the snail trail- counting on/back Use first/then/now stories and record as a number sentence Counting forwards and back on the snail trail Snail races on track- adding or taking away	

	Summer 2 Maths	Composing Numbers Stage 8 Have a deep understanding of composition of numbers up to 20. Subitise (recognise quantities without counting) up to 5 and use instant recognition to increase efficiency when counting. **Numbers within numbers** Use arrangement of shells on a beach up to 20 that can be subitised e.g. (Look at quantities within quantities e.g. What numbers can you see? **Spot the mistake** Show children three groups of fish and ask them to identify: 'Which one does not represent ….?' Encourage children to subitise and move away from	Measures Stage 8 Uses everyday language to talk about and compare size, weight, capacity and to solve problems. Begins to use nonstandard units of measure to measure distances, weights and capacities. Have a range of measuring jugs that are visibly taller/smaller/thinner/wider. Ask children to fill up the jugs and order them from least amount of water to most. Give children identical transparent containers to pour the water into. Were you correct? Why? **How many?** Need jugs and cups. Sand/water. Chn work in pairs to find out how many cups will fill	Number patterns: Odd and Evens Stage 8 Explore and represent patterns within numbers up to 10, including evens and odds. Recognise the pattern of the counting system. Sort animals to go on the arc in pairs- is it an odd or even number? Count in 2s to put them on the arc- how many are there? **Finish my sequence** Provide children with a number pattern/sequence on a rainbow using numerals. Ask children to complete the pattern. **Sorting** Pots containing a number of animals from 0-	Calculation: Addition and subtraction Stage 8 Says the number that is one more than a given number up to 20. Adds two single digits using quantities and objects by counting on. Correctly uses the language and symbols of addition (plus, add, total, altogether, addition, more, +, =). Says the number that is one less than a given number up to 20. Subtracts a single digit from another single digit using quantities and objects by counting back. Subtracts a single digit from another single digit using quantities and objects by finding the difference.	Composing Numbers Stage 8 Have a deep understanding of composition of numbers up to 20. Subitise (recognise quantities without counting) up to 5 and use instant recognition to increase efficiency when counting. Treasure chests: Children matching different representations of the same number together. Make each chest have the same amount **Part-whole** Draw part-whole representations for different numbers. Use mermaid scales- How many blue or how many green scales could she have?	Shape 2D & 3D shapes Stage 8 Explores characteristics of everyday 2D & 3D shapes. Uses mathematical language to describe 2D & 3D shapes. Accurately draws 2D shapes using straight lines, curved sides, etc. Begins to make recognisable 3D shapes using different materials.	Shape 2D & 3D shapes Stage 8 Recognises, creates and describes patterns. Uses everyday language to talk about position to compare objects and to solve problems. Children use beach objects/ loose parts to create a pattern- can they continue it? **Sand Patterns** Have the children use shapes and objects to print patterns into wet sand. Have children compare their patterns with others. See if the children can explain their pattern or work out their friends' pattern and the objects/shapes they have used.

		counting concrete objects systematically.	the jugs. Chn to make a sensible guess 1st. Compare estimates and actual amounts. **Making comparisons** Which bucket from the beach is the heaviest? Pass items and encourage chn to predict. Weight items using balance scales and a non-standard unit of measure e.eg cubes. Record weights and compare. Discuss the fact that because the bag of cotton wool is large doesn't mean it's heavy. Repeat with a book- make comparisons. "Which is lighter/lightest/heavier/heaviest?"	10. Children count and sort the pots can these animals go on the arc?	Correctly uses the language and symbols of subtraction (take away, less, subtract, minus, difference, -, =)	**Missing pirate treasure** Explain to children you ten golden coins. One quantity of counters in this hand, how manyare in the other hand? Children find the number needed to make up to 20, etc.		Children make shape patterns using knowledge from shape last week **Treasure Map** Provide children with a positional map leading them to treasure. Children must follow the positional instructions to find the treasure. Children can then make their own treasure maps using positional words/pictures/etc. Positional games Bike and scooter tracks Find the shape hunt
Maths		**ELGs**	**Number**	**Numerical Patterns.**		**Year 1 Objectives**		

			Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) 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 when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens.		Number and Place Value • Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. • Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens. • Given a number, identify one more and one less. • Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. • Read and write numbers from 1 to 20 in numerals and words. Addition and Subtraction • Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. • Represent and use number bonds and related subtraction facts within 20. • Add and subtract one-digit and two-digit numbers to 20, including zero. • Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = [] - 9. Multiplication and Division • Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. Measurement Compare, describe and solve practical problems for: • lengths and heights (long/short, longer/shorter, tall/short, double/half) • mass or weight (heavy/light, heavier than, lighter than) • capacity/volume (full/empty, more than, less than, quarter) • time (quicker, slower, earlier, later) Measure and begin to record: • lengths and heights • mass/weight • capacity and volume • time (hours, minutes, seconds) • Recognise and know the value of different denominations of coins and notes. • Sequence events in chronological order using language, such as before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening. • Recognise and use language relating to dates, including days of the week, weeks, months and years. • Tell the time to the hour and

						half past the hour and draw the hands on a clock face to show these times. Position and Direction • Describe position, directions and movements, including half, quarter and three-quarter turns. Shape • Recognise and name common 2D and 3D shapes, including circles, triangles, rectangles (including squares), pyramids, spheres and cuboids (including cubes).