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•
<b>Number</b>
<ul style="list-style-type: none"> <li>• Say one number for each item in order: 1</li> <li>• Develop fast recognition of up to 1 object, without having to count them individually ('subitising').</li> <li>• Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> <li>• Show 'finger numbers' up to 1. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 1.</li> <li>• Experiment with their own symbols and marks as well as numerals.</li> </ul>
<b>Number</b>
<ul style="list-style-type: none"> <li>• Say one number for each item in order: 1, 2</li> <li>• Develop fast recognition of up to 2 objects, without having to count them individually ('subitising').</li> <li>• Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> <li>• Show 'finger numbers' up to 2. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 2.</li> <li>• Experiment with their own symbols and marks as well as numerals.</li> </ul>
<b>Number</b>
<ul style="list-style-type: none"> <li>• Say one number for each item in order: 1,2,3</li> <li>• Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>• Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> <li>• Show 'finger numbers' up to 3. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 3.</li> <li>• Experiment with their own symbols and marks as well as numerals.</li> </ul>
<b>Number</b>
<ul style="list-style-type: none"> <li>• Say one number for each item in order: 1, 2, 3, 4</li> <li>• Develop fast recognition of up to 4 objects, without having to count them individually ('subitising').</li> <li>• Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> <li>• Show 'finger numbers' up to 4. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 4.</li> <li>• Experiment with their own symbols and marks as well as numerals.</li> </ul>
<b>Number</b>

<ul style="list-style-type: none"> <li>Say one number for each item in order: 1, 2, 3, 4, 5</li> <li>Develop fast recognition of up to 5 objects, without having to count them individually ('subitising').</li> <li>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> <li>Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>Experiment with their own symbols and marks as well as numerals.</li> </ul>
<b>Number</b>
<ul style="list-style-type: none"> <li>As above with numbers up to 6</li> <li>Recite numbers past 5.</li> </ul>
<b>Number</b>
<ul style="list-style-type: none"> <li>As above with numbers up to 7</li> <li>Recite numbers past 5.</li> </ul>
<b>Number</b>
<ul style="list-style-type: none"> <li>As above with numbers up to 8</li> <li>Recite numbers past 5.</li> </ul>
<b>Number</b>
<ul style="list-style-type: none"> <li>As above with numbers up to 9</li> <li>Recite numbers past 5.</li> </ul>
<b>Number</b>
<ul style="list-style-type: none"> <li>As above with numbers up to 10</li> <li>Recite numbers past 5.</li> </ul>
<b>Number</b>
<ul style="list-style-type: none"> <li>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</li> </ul>
<b>Shape</b>
<ul style="list-style-type: none"> <li>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern</li> </ul>
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<b>Shape</b>
<p>Understand position through words alone</p> <ul style="list-style-type: none"> <li>Discuss routes and locations, using words like 'in front of' and 'behind'.</li> <li>On, in, und, by</li> </ul>
<b>Shape</b>

<p>Understand position through words alone</p> <ul style="list-style-type: none"> <li>Discuss routes and locations, using words like 'in front of' and 'behind'.</li> </ul> <p><i>In front of, behind, between</i></p>
Number
<ul style="list-style-type: none"> <li>Solve real world mathematical problems with numbers up to 5.</li> </ul>
Shape
<ul style="list-style-type: none"> <li>Talk about and explore 2D shapes (for example, circles, rectangles, triangles and squares) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</li> </ul>
Shape
<ul style="list-style-type: none"> <li>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and squares) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</li> </ul>
Shape
<ul style="list-style-type: none"> <li>Talk about and explore 3D shapes (for example, sphere, cube, cone and pyramid) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</li> </ul>
Shape
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Shape
<ul style="list-style-type: none"> <li>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.</li> </ul>
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Number
<ul style="list-style-type: none"> <li>Compare quantities using language: 'more than', 'fewer than'.</li> </ul>
Shape

<ul style="list-style-type: none"> <li>Describe a familiar route.</li> <li>Discuss routes and locations, using words like 'in front of' and 'behind'.</li> </ul>
Measures
<ul style="list-style-type: none"> <li>Make comparisons between objects relating to size, length, weight and capacity.</li> </ul>
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Shapes
<ul style="list-style-type: none"> <li>Understand position through words alone</li> </ul>

