



	Mi	nimum I	Expectations for	or Nursery	N	Links to KS1 Curricu lum			
Number Develop ment Matters	 Fast n count Recite Say or Know Know how r Show Link n match 	ecognition of up to them individually is numbers past 5. ne number for each that the last numb many there are in to 'finger numbers' u numerals and amoun n the numeral, up to	3 objects, without having to ('subitising'). n item in order: 1,2,3,4,5. her reached when counting a sm otal ('cardinal principle'). p to 5. nts: for example, showing the ri o 5.	all set of objects tells you ght number of objects to	 Count Subitis Link th Count 	Pupils should be taught to: count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given			
Progress ion of skills Using number names Subitising	To join in with number rhymes. To understa nd that number carries meaning	To use number names in play. Fast recognition of 1 object.	To rote count to 5. Fast recognition of 2 object.	To rote count to 10. Fast recognition of 3 object.	To rote cou	nt to 20. up to 5.	To count beyond 20.		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
Cardinal Principle	To have an awarene ss of numeral s in the environ ment.	To match numerals.	To understand that number can be represented in different ways.	To recognise numerals up to 5.	To represent, compare and understan d the compositi on of 1,2 and 3.	To represent, compare and understand the composition of numbers up to 5.	To represent, compare and understand the composition of numbers up to 10.	To represent, compare and understand the composition of numbers up to 20.	represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more





	To say when they have 1 object.	To say one numeral per object with 1:1 corresponde nce for up to 3 objects.	To understan d the concept of how pomany?	To say one n per object wi corresponde up to 5 objec	umeral T ith 1:1 fince for its.	To count up to 5 objects from a larger group.		To count out up to 10 from a larger group, knowing that the final number said represents the total amount.	To count out up to 20 from a larger group, knowing that the final number said represents the total amount.	than, less than (fewer), most, least read and write numbers from 1 to 20 in numerals and words.		
Problem Solving and Numeric al Patterns Develop ment Matters	Exper Solve Comp	iment with their real world math are quantities u	r own symbols and tematical problem: ising language: 'mc	marks as well as s with numbers u ore than', 'fewer	numerals. ıp to 5. than'.		 Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–5 and some to 10. 					
Progress ion of skills Writing numerals	To explore	e numerical ma	To identify a gr	ding lines, dots	and numera	ls.	To write numbers to 20.					
Comparing quantities	that two groups of objects can have different quantiti es – estimati on.	that two groups of objects can have the same quantitie s.	and real life sce sharing cars	al prompts narios. E.g.	a group that has fewer objects using visual prompts and real life scenarios.	with number rhymes understa nding how the number changes.	two groups c objects sayin which group has more or fewer.	f that is one more g than a given number.	number.	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		





Numerical Saying number names in order. To order numbers to 20. Recall number Double facts to pictorial To order Recall patterns number numb bonds to 10. 10. representations. s to 10. er and missing bonds number to 5. problems such as 7 = -9. To count confidently in sequence to 10. To count beyond 20. To count in 2's. To identify odd and even numbers. Odds and solve one-step evens problems involving multiplication To understand that if you count all of the To understand that if you add To use To use the 'first. To find the total by counting on. To apply addition and division, by one more to a group the total objects in two sets you find the total. the 'first, then, now' strategies to solve calculating the then, concept to add problems in the increases. Addition answer using now' two groups to find environment. concrete the total with concept objects, pictorial to add numbers to 10. representations two and arrays with groups to the support of find the the teacher. total with numbers recognise, find to 5. and name a half To understand that if you take one away from a group the total decreases. To use the 'first, To use the 'first, then, now' To apply subtraction To count as one of two backward then, now' concept to subtract numbers to strategies to solve equal parts of Subtraction problems in the s from concept to 10. an object, shape 10. subtract numbers environment. or quantity to 5. recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. Pupils should be • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles • Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Shape and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', Compose and decompose shapes so that children recognise a shape can have other shapes within taught to: • Develop 'flat'. 'round'. it, just as numbers can. recognise and ment name common Select shapes appropriately: flat surfaces for building, a triangular prism for a roof ٠ Matters 2-D and 3-D etc. shapes, ٠ Combine shapes to make new ones – an arch, a bigger triangle etc. including:





Progress ion of skills 2D shapes	To show an interest in shapes. To notice shapes in the environ ment.	To match two shapes that are the same.	To talk about shapes that they notice. To describe some features of the shapes.	To name basic 2D shape s. To sort by shape.	To use mathematica I language to describe shapes.	To copy increasingly complex 2D pictures and shapes To solve a range of jigsaws of increasing challenge.	To find different v to make different	ways to manipulate and rotate shapes and sizes.	To talk about /demonstrate how shapes can be combined to make other shapes.	2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes),
3D shapes	To explore with 3D shapes.	To notice solid objects are different shapes and being in make some comparisons.	To notice when two solid objects are the same shape.	To descri be some featur es of a 3D shape. To find a name d shape.	To name some basic 3D shapes.	To use mathematical language to recognise and describe 3D shapes.	To compose and o	decompose 3D shapes.	To recognise 2d shapes in 3d shapes.	pyramids and spheres].
Using shape	To stack shapes to construc t.	To know you need flat shapes for balance.	To use larger shapes at the bottom to support balance.	To select shape s for a purpo se.	To combine shapes to make new ones.	Use pattern set, tangrams, building blocks, magnetic construction sets, jigsaws.	To make shapes using straight and/or curved lines	To combine shapes to make different ones	To combine shapes to make different ones.	Pupils should be taught to: describe position, direction and movement, including whole, half, quarter and three quarter turns.





Position and directio n Develop ment Matters	 Under table; Descri Discustor 	rstand position thro " – with no pointing ibe a familiar route. ss routes and location	ugh words alone – for example, ons, using words like 'in front of	"The bag	is under the			
Position	ToTo follow the instruction of 'in followTo use the vocabulary of 'in' 'on' and 'under' in real life scenarios.To use the vocabulary of 'in front' 'behind'thefront' 'behind' and 'next to'.life scenarios.front' 'behind' and 'next to' in real life scenarios.on of 'in' 'under'.instruction of 'in' behind'instruction of 'in' in' 'on' and 'under' in realinstruction of 'in' in' 'behind' in' 'on' and 'next to' in real life scenarios.			use the cabulary of 'in ont' 'behind' d 'next to' in al life scenarios.	To follow instructions and (in, under, on, in front, be			
Routes	To understa nd that an arrow indicates the direction	To follow a directional atTo follow a two-step directional instruction.To begin to describe a simple route using positional language vocabulary.atTo follow a directional instruction. E.g. go through the doorTo follow a two-step directional instruction.To begin to describe a simple route using positional language vocabulary.		To follow a simple visual route.	To describe a route.			
Compari ng Develop ment Matters	 Make Begin as 'fir 	comparisons betwe to describe a sec st', 'then"	en objects relating to size, leng quence of events, real or fict	th, weight ional, usii	and capacity. ng words such	 Compare length, weight 	t and capacity.	Pupils should be taught to: compare, describe and solve practical problems for:
Progress ion of skills Size	To understa nd the vocabula ry of big and small.	To use the vocabulary of big and small.	To compare the sizes of objects saying when one is bigger or smaller.	To order items by size.	To identify the smallest and biggest item.	To use and apply size voc	lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] mass/weight [for example,	





Length	To understand that objects can be different lengths.	To learn vocal of short and le	bulary ong.	To compare lengths saying one is longer or shorter in practical scenarios.	To To u order voca items of lo by and length. sho		e To apply vocab bulary and knowledge nger practical scenar ter.		vocabulary ledge to scenarios.	To measure using non- standar d units. Eg. Cubes or hand prints.	To com lengths non-sta units.	pare using ndard	heavy/light, heavier than, lighter than] capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] time [for	
Height	To understand that objects can be different height.	To learn vocabulary of short and tall.		To compare heights saying one is shorter or taller in practical scenarios.	To order items by height.	To use vocabulary of taller and shorter.		To apply vocabulary and knowledge to practical scenarios.		To measure using non- standar d units. Eg. Cubes or hand prints.	re To compare lengths using non-standard units. r		example, quicker, slower, earlier, later] measure and begin to record the following: lengths and heights mass/weight capacity and volume	
Weight	To understand that objects have different weight.	To introduce vocabulary or and light.	heavy	To compare weight saying which object is heavier or lighter in practical situations.	To order items by weight	To us vocat of ligh and heavi	e oulary nter er.	To predict the weight of objects in practical situation.		To use equipment such as balance scales to compare weights.		time (hours, minutes, seconds) recognise and know the value of different		
Capacity	To understand that filled to different ca	derstand that object can be to different capacities. To introc full and o practical full. rn concept and vocabulary of ind next. To be aw routines		To introduce the vocabulary of full and empty in relation to practical situations. Eg. Bucket is full.		Fo order To containers by wh capacity in ha practical les		dict container ore or pacity.	To measur and compa and a shor	re the capacity or a container are. E.g to compare a tall jug rt jug.			denominations of coins and notes sequence events in	
Time	To learn concept ar now and next.			vare of the daily nursery	To introd uce the vocabu	To seque the m event the d	ence nain cs of av.	To learn a the vocab now, befo soon, afte and next	ind use oulary of ore, later, er, then to	To learn and use the vocabul arv of	To order days of the week	To demons trate an awaren ess of	chronological order using language [for example, before and after, next, first, today,	





Pattern Develop ment Matters	 Talk about For exampling informal late Extend an Notice and 	t and identifies the p ble: stripes on clothe anguage like 'pointy' d create ABAB patte d correct an error in	atterns around ther s, designs on rugs ar 'spotty', 'blobs' etc rns – stick, leaf, stick a repeating pattern.	:terns around them. designs on rugs and wallpaper. Use spotty', 'blobs' etc. is – stick, leaf, stick, leaf. repeating pattern.			describe when things happer	describe when things happen.		and month s of the year.	the unit of a minute.	yesterday, tomorrow, morning, afternoon and evening] recognise and use language relating to dates, including days of the
Pattern	To show an awareness of environment al patterns.	To use pattern associated vocabulary E.g. spotty or stripy.	To comment when a pattern is repeating.	To continue and correct a repeating pattern.	To make p with the A range of co E.g., shape colours, si actions an	atterns To B rule in a w ontexts. es, zes, d sounds.	o make patterns vith the ABB rule	To mak ABBC ru	e patterns wit Ile	h the	To identify patterns that do not follow rules.	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.
ELG	ELG Number: • 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. Numerical Patterns: • 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 and odds, double facts and how quantities can be distributed equally.											