

**MATHEMATICS**  
**Preschool End Points for Each Term**

Autumn Term	Spring Term	Summer Term
<p><b>Marvellous Me –</b></p> <ul style="list-style-type: none"> <li>Recite numbers past 5.</li> <li>Talk about 2D shapes and use to create pictures of different homes, faces etc.</li> </ul> <p><b>Nursery Rhymes-</b></p> <ul style="list-style-type: none"> <li>Sing a variety of counting and number rhymes, using finger numbers alongside.</li> <li>Develop fast recognition of up to 3 objects without counting.</li> </ul> <p><b>We're Going on a Bear Hunt –</b></p> <ul style="list-style-type: none"> <li>Describe the Bear Hunt route and begin to use location vocabulary. Understand and describe the position of different characters.</li> </ul> <p><b>Christmas &amp; Celebrations –</b></p> <ul style="list-style-type: none"> <li>Count a variety of objects, saying one number for each items.</li> <li>Link numerals and amounts.</li> </ul> <p><i>Development Matters -</i></p> <ul style="list-style-type: none"> <li>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>Recite numbers past 5.</li> <li>Say one number for each item in order: 1,2,3,4,5.</li> <li>Show 'finger numbers' up to 5.</li> <li>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>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'.</li> <li>Understand position through words alone, eg "The bag is under the table,"</li> <li>Describe a familiar route.</li> <li>Discuss routes and locations, using words like 'in front of' and 'behind'</li> </ul>	<p><b>Patterns –</b></p> <ul style="list-style-type: none"> <li>Talk about and identify different patterns.</li> <li>Talk about and explore 2D shapes.</li> </ul> <p><b>Chinese New Year –</b></p> <ul style="list-style-type: none"> <li>Develop understanding of the cardinal principle.</li> <li>Begin to describe a sequence of events with the animals in the zodiac story.</li> </ul> <p><b>All God's People, Celebrating Diversity –</b></p> <ul style="list-style-type: none"> <li>Combine shapes to make new ones when creating important buildings, flags etc.</li> <li>Select shapes appropriately.</li> </ul> <p><b>All Creatures Great &amp; Small –</b></p> <ul style="list-style-type: none"> <li>Make comparisons about different animals related to size, length etc.</li> <li>Say one number for each item in order.</li> </ul> <p><b>To Infinity &amp; Beyond –</b></p> <ul style="list-style-type: none"> <li>Solve real world problems with numbers up to 5, related to the topic.</li> <li>Talk about and explore 2D/ 3D shapes.</li> </ul> <p><i>Development Matters -</i></p> <ul style="list-style-type: none"> <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>Solve real world mathematical problems with numbers up to 5.</li> <li>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'.</li> <li>Combine shapes to make new ones – an arch, a bigger triangle etc.</li> <li>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.</li> <li>Extend and create ABAB patterns – stick, leaf, stick, leaf.</li> <li>Notice and correct an error in a repeating pattern.</li> <li>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof</li> </ul>	<p><b>Ready, Steady, Grow –</b></p> <ul style="list-style-type: none"> <li>Compare quantities of seeds and flowers using mathematical language.</li> </ul> <p><b>We Can Be Heroes –</b></p> <ul style="list-style-type: none"> <li>Link numerals and amounts</li> <li>Experiment with own symbols, marks and numerals.</li> </ul> <p><b>Tell Me a Story –</b></p> <ul style="list-style-type: none"> <li>Compare the sizes of different story book objects and talk about length and height.</li> <li>Describe different traditional tale journeys and events using correct vocabulary.</li> </ul> <p><b>Splish, Splash –</b></p> <ul style="list-style-type: none"> <li>Explore the capacity of different containers and talk about them using the correct vocabulary.</li> <li>Solve real world problems related to under the sea.</li> </ul> <p><i>Development Matters -</i></p> <ul style="list-style-type: none"> <li>Compare quantities using language: 'more than', 'fewer than'.</li> <li>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>Describe a familiar route.</li> <li>Discuss routes and locations, using words like 'in front of' and 'behind'.</li> <li>Make comparisons between objects relating to size, length, weight and capacity.</li> <li>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...</li> <li>Experiment with their own symbols and marks as well as numerals.</li> <li>Solve real world mathematical problems with numbers up to 5.</li> </ul>

**MATHEMATICS**  
**F2 End Points for Each Term**

Autumn Term	Spring Term	Summer Term
<p><b>To the Rescue –</b> Join in with Maths sessions, showing an enjoyment for counting and matching numbers. Be able to count objects and sounds to 10. Subitise with confidence, to 5.</p> <p><b>If you go down to the woods –</b> To be able to link the number symbol (numeral) with its cardinal number value up to at least 5. Compare length of different objects, using non standard units of measure. Be able to compare numbers, showing a developing understanding of 1 more/ less than.</p> <p><b>Celebrations/Christmas –</b> Compare weight of objects in the classroom, using non standard units of measure. Be able to continue, copy and create repeating patterns</p> <p><i>Development Matters -</i></p> <ul style="list-style-type: none"> <li>• <i>Count objects, actions and sounds.</i></li> <li>• <i>Subitise.</i></li> <li>• <i>Link the number symbol (numeral) with its cardinal number value.</i></li> <li>• <i>Count beyond ten.</i></li> <li>• <i>Compare numbers.</i></li> <li>• <i>Understand the ‘one more than/one less than’ relationship between consecutive numbers.</i></li> <li>• <i>Continue, copy and create repeating patterns.</i></li> <li>• <i>Compare length, weight</i></li> </ul>	<p><b>Long Ago &amp; Far Away –</b> Begin to subitise to 10. To explore and describe the composition of numbers to 5. To compare numbers showing a good understanding of more/ less and giving reasoning using appropriate vocabulary.</p> <p><b>All God’s People, Celebrating Diversity -</b> Explore combining two groups.</p> <p><b>Under the Sea –</b> To explore and describe the composition of numbers to 10, beginning to recognise and describe patterns within the numbers. To orally count beyond 10.</p> <p><b>Journeys -</b> To confidently subitise to 10. Use their knowledge of number composition to 10 to solve problems.</p> <p><i>Development Matters -</i></p> <ul style="list-style-type: none"> <li>• <i>Subitise</i></li> <li>• <i>Count beyond ten.</i></li> <li>• <i>Compare numbers.</i></li> <li>• <i>Understand the ‘one more than/one less than’ relationship between consecutive numbers.</i></li> <li>• <i>Explore the composition of numbers to 10.</i></li> </ul>	<p><b>In the Garden –</b> Explore number bonds up to 5 To focus on building numbers to 20. To explore doubles and sharing equally.</p> <p><b>Castles &amp; Dragons –</b> To rotate, manipulate and compose with shapes. To confidently recall number bonds to 5 and some to 10. To explore addition and subtraction using first, then and now stories.</p> <p><b>Sporty Me -</b> To verbally and confidently count beyond 20. To confidently explore and represent patterns within numbers up to 10. Use their number knowledge to solve problems.</p> <p><i>Development Matters -</i></p> <ul style="list-style-type: none"> <li>• <i>Subitise</i></li> <li>• <i>Automatically recall number bonds for numbers 0-5 and some to 10.</i></li> <li>• <i>Select, rotate and manipulate shapes to develop spatial reasoning skills.</i></li> <li>• <i>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</i></li> <li>• <i>Continue, copy and create repeating patterns.</i></li> <li>• <i>Compare length, weight and capacity.</i></li> </ul>
<b>Early Learning Goals</b>		
<p><b>Number</b> 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</p> <p><b>Numerical Patterns</b> 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.</p>		