	Nursery Ongoing Objectives/Activities	Reception Autumn	Reception Spring	Reception Summer	Year 1 – also see KS1/2 progression documents
Cardinality/ Counting (inc subitising)	• Recognise numerals and count up to 5 – *rhymes, nature hunts, ordering number lines, group games, target games, stories* • Subitise 1-3 objects – *dice games, how many fruit at snack time* • Begin to represent numbers on fingers – *'fast fingers'*	• Subitise to 4 - *find smaller groups within 3 and 4, describe an arrangement with positional language, visualise and draw in the air, rearrange 1,2,3, and 4 dots* • Recognise numerals to 5 • Count to 10 • 1:1 tagging when counting objects – the final number of the count is HOW MANY • Organise objects in a Hungarian dice frame and in atens frame	• Subitise to 6 – *including recognising dice patterns and using fingers* • One more and one less than to 8	• Visualise and make arrangements of 6 • Subitise and arrange doubles up to 10 within dice frame.	• Count within 100, forwards and backwards, starting with any number. • Read and write numbers to 20 • Counting up and down in 2s from odd and even numbers • Counting in multiples of 5 and 10
		• Counting up to 20, then to 100 - *songs*			
Comparison	• Compare groups of objects - recognise more than, fewer than and the same as – *comparing snacks* • Recognise bigger and smaller – *making towers*	• Using the language of comparison - more than, fewer than • Compare groups of up to 3 objects by matching them one to one • Compare 2 towers of blocks/squares by matching them 1:1, saying when they are equal or when one had, more squares than the other, or not enough squares/cubes	• Compare 2 sets of objects using more than, fewer than. • Know it is number that determines more and fewer not size or colour or type • Say when 2 sets have an equal amount • Ordering numbers to 1-10 • Compare numbers to 5 as a key place holder to help when ordering numbers. *E.g. "2 is*	• Count backwards from 5-1 • Order numbers to 0-10 -*towers of cubes 1-10, 1-10 on number track* • Know which numbers come before 5 and which come after - *number track* • Begin to understand rules for simple linear games – *move on one more, now move on 3 more spaces.*	• Reason about the location of numbers to 20 within the linear number system, including comparing using < > and = • Identify one more and one less than numbers to 20

			fewer than 5 so it goes on this side of 5, 7 is more than 5, it goes on that side of 5." • Secure an understanding that 8 is 5 and 3 more	• Reason about and use language to describe the position of numbers on a number track.	
Composition	• Recognise that numbers are made of other numbers • Begin to recognise composition of numbers to 5 – *finger games, filling 5 frames*	• Work on language of "whole" and "part" • Composition of 2 - *2 is made from 1 and another 1* • Composition of 3 - *note when a collection is made from 3 or not 3, 1 and 2 are parts of 3* • Composition of 4 – *4 is made from 4 1s,* investigate how to compose and decompose sets of 4 – use spatial language to describe • Composition of 5 - *investigate how to compose and decompose sets of 5 - use spatial language to describe* • Explain that different parts can make the same whole	• Composition of 5 - *using fingers show 5 is made from 4 and 1, from 3 and 2, use what they know about 5 to work out a hidden number (5 little speckled frogs, how many frogs hiding in the pond)* • Composition of 4 -*use die frame to make 4 in different arrangements* • Composition of 6 - *use fingers to represent 6 using "5 and a bit", use doubles dice frame to show 6* • Composition of 7 - *5 and 2 more makes 7 – doubles dice frame and fingers; find different ways to make 7 (1 and 6, 3 and 4) explain their understanding of the composition of 7* • Recognise that changing an objects doesn't change the	• Composition of numbers to 10 - *using 5 as a base/ "The 5 and a bit way"*	• Consolidating composition of numbers to 10 • Composition of odd and even numbers • Composition of 11-15 as '10 and a bit' • Develop fluency in addition and subtraction facts within 10. • Extend ideas of parts and wholes to: read, write and interpret equations containing addition (+), subtraction (-) and equals (=) symbols, and relate additive expressions and equations to real-life contexts. (addition and subtraction); recognise, name and find a half and a quarter (fractions); solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays (multiplication and division)

			total amount, but adding an object does • Compose and decompose doubles		
Shape	• Choose shapes that are fit for purpose – *construction/making activities, puzzles* • Combine 2D and 3D shapes - *construction* • Begin to name common shapes – *rhymes and songs, books, construction*	• Recognise and name 2D shapes – *shape songs, shape pictures, shapes behind the sheet, books – Circle, Square and Triangle books by Mac Barnett and Jon Klassen*	• Recognise and name 3D shapes - *pictures, shape songs, junk modelling area, shapes behind the sheet*	• Recognise and name 3D shapes	• Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another. • Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations.
Pattern	• Make or continue AB patterns – *pegs, fruit, lining up order, items found outside* • Organise objects – *tidying up, sorting by type* • Join in with patterns in rhymes and songs	• AB patterns • Explore different patterns – *Pattern Fish book*	• ABB and ABC patterns • Explore different patterns – *Pattern Bugs book, Easter egg patterns*	• Continue ABB and ABC patterns - *use sound and time patterns not just physical patterns of shape/size and colour.*	• Continue ABB and ABC patterns • Explore radiating patterns
Measure	• Explore concepts of length, mass and volume – *sandpit, playdough, building towers, exploring non-standard units of measure e.g. hands* • Use language of full/empty, heavier/lighter, taller/shorter • Explore the concept of time – *classroom timer, weekly calendar, countdowns to big school events*	• Use the language of taller, shorter, the same – *compare each others' heights* • Explore the concept of time – *recognise key times in the school day and link this to the clock on the wall* • Explore concepts of mass and volume - *measuring for cooking*	• Measure height using non- standard units – b*eans, how many cubes tall* • Explore concepts of mass and volume - *measuring for cooking*	• Continue to use non standard units to measure and also use metre sticks and measuring tapes • Explore concepts of mass and volume - *measuring for making seed bombs*	• Compare, describe ,solve practical problems and begin to measure: lengths and heights, mass/weight, capacity and volume, time • Recognise and know the value of different denominations of coins and notes • Sequence events in chronological order using language • 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.
Spatial Awareness	• Use language of position and direction – *books, maps, climbing, lining up* • Move and rotate objects to fit a space– *construction, puzzles*	• Use language of position and direction *– take finger for walk around Rosie's Walk map, repeating key vocabulary*	• Use language of position and direction *– PE lessons*	• Explore maps - *ginger bread man maps – on paper, but also big physical representations in play on carpet*	• Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations - *tangrams* • Describe position, direction and movement, including whole, half, quarter and three-quarter turns.