	EYFS Objectives	Sequence of Learning	Vocabulary and language
R E C E P T I O N **S U M M E R** **T E R M**	2 weeks – Addition & Subtraction: Number bonds to 10 • Recites numbers in order to 10 (30-50 months) • Knows that numbers identify how many objects are in a set (30-50 months) • Shows an interest in number problems (30-50 months) • Counts objects to 10, and beginning to count beyond 10 (40-60+ months) • Selects the correct numeral to represent 1 to 5, then 1 to 10 objects (40-60+ months) • Finds the total number of items in two groups by counting all of them (40-60+ months) • In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting (40-60+ months) • Records, using marks that they can interpret and explain (40-60+ months) • Begins to identify own mathematical problems based on own interests and fascinations (40-60+ months) ELG Number: Children count reliably with numbers from 1 to 20. Using quantities and objects, they add and subtract two-single digit numbers and count on or back to find the answer.	1. Number bonds using a ten frame 2. Number bonds using part-whole model	Zero, one, two, three, four, five, six, seven, eight, nine, ten Count, how many, check, sequence, forwards, backwards, order, next, after, before Add, altogether, total, equals, makes, answer, plus, take away Number line, number bond, ten frame, part-whole, part, whole
	2 weeks – Addition & Subtraction: Counting on and back • Recites numbers in order to 10 (30-50 months) • Knows that numbers identify how many objects are in a set (30-50 months) • Shows an interest in number problems (30-50 months) • Counts objects to 10, and beginning to count beyond 10 (40-60+ months) • Selects the correct numeral to represent 1 to 5, then 1 to 10 objects (40-60+ months) • Finds the total number of items in two groups by counting all of them (40-60+ months) • In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting (40-60+ months) • Records, using marks that they can interpret and explain (40-60+ months) • Begins to identify own mathematical problems based on own interests and fascinations (40-60+ months) ELG Number: Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.	1. Addition by counting on 2. Taking away by counting back	Zero, one, two, three, four, five, six, seven, eight, nine, ten Count, how many, check, forwards, backwards, order, next, after, before, number line Add, altogether, all, total, equals, makes, answer, plus, take away, subtract, minus

3 weeks – Place Value within 20: Numbers 11-20 • Uses some number names and number language spontaneously (30-50 months) • Knows that numbers identify how many objects are in a set (30-50 months) • Shows an interest in numerals in the environment (30-50 months) • Shows an interest in representing numbers (30-50 months) • Counts actions or objects which cannot be moved 40-60+ months) • Counts objects to 10, and beginning to count beyond 10 (40-60+ months) • Uses the language of 'more' or 'fewer' to compare two sets of objects (40-60+ months) • Says the number that is one more than a given number (40-60+ months) • Records, using marks that they can interpret and explain (40-60+ months) • Begins to identify own mathematical problems based on own interests and fascinations (40-60+ months) ELG Number: Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number.	1. Numbers 11-15 2. Numbers 16-19 3. Number 20	Eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty Tens, units, ones, count, how many, check, sequence, forwards, backwards, order, next, after, before, larger, greater, more, smaller, less, fewer

3 weeks – Multiplication & Division: Numerical Patterns • Shows in interest in number problems (30-50 months) • Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same (30-50 months) • Selects the correct numeral to represent 1 to 5, then 1 to 10 objects (40-60+ months) • Counts an irregular arrangement of up to ten objects (40-60+ months) • Finds the total number of items in two groups by counting all of them (40-60+ months) • In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting (40-60+ months) • Records, using marks that they can interpret and explain (40-60+ months) • Begins to identify own mathematical problems based on own interests and fascinations (40-60+ months) ELG Number: Children count reliably with numbers from 1 to 20. They solve problems including doubling, halving and sharing.	1. Doubling 2. Halving 3. Odds & Evens	Zero, one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty Double, pairs, match, half, add, total, altogether, all, equals, makes, answer, plus Odd, even, group, divide
3 weeks – Measurement: Length, Height, Distance, Weight, Capacity • Beginning to talk about the shapes of everyday objects e.g. tall (30-50 months) • Orders two or three items by length or height (40-60+ months) • Orders two items by weight or capacity (40-60+ months) ELG SSM: Children use everyday language to talk about weight, capacity, position and distance and compare quantities, objects and solve problems. They explore characteristics of everyday objects and use mathematical language to describe them.	1. Length, height and distance 2. Weight 3. Capacity	Measure, check, equipment Long/er/est, short/er/est, wide, narrow, tall/er/est, high, height, length, width, depth, ruler Heavy, light, equal, same, scales, balance, heaviest,

			lighter, weigh
			Full, empty, half