Pre-School Maths LTP

2-3 Year olds 3-4 Year olds

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Number and Numerical Patterns					

Autumn 1 / Autumn 2	Spring 1 / Spring 2	Summer 1 / Summer 2
- I can combine objects like stacking blocks and cups. - I can fill and empty containers. - I can notice patterns and arrange things in patterns. - I can put objects inside others and take them out again. - I can join in with the actions to nursery rhymes. - I can complete simple inset puzzles and jigsaws - I can build with a range of resources. - I can match two of the same objects even if they are different sizes or colours - I can explore different shapes in the environment - I can say number names in order to 3 starting at 1 - I can take part in finger rhymes with numbers – reacting to changes of amount in a group of up to 3	- I can make a tower of 5 or more blocks - I can pour from one container to another - I can climb and squeeze into different types of spaces. - I am beginning to use positional language, 'on top of'', 'up', 'down', 'through'. - I can take part in finger rhymes with numbers up to 3 - I can develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. - I can say number names in order to 5 starting at 1 - I can count a line of objects, tagging each object with a number word, to 3 - I can count an irregular arrangement of 3 objects by tagging each object with a number word - I can count out 3 objects from a larger group	- I can make a tower of ten or more blocks - I can match an item to a photograph of the same item - I can react to changes of amount in a group of up to three items. - I can compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. - I can compare amounts, saying 'lots', 'more' or 'same'. - I can count in everyday contexts, sometimes skipping numbers – '1-2-3-5'. - I understand the concept of first/second by telling you who the winner is in a race etc. - I can give out objects to others with the purpose of sharing although not equally - I can say number names in order to 10 starting at 1 - I can count a line of objects, tagging each object with a number word, to 5

- I can count in everyday contexts sometimes skipping numbers or saying them in the wrong order
- I can say the correct number word when I see number symbols 1-3 in various contexts.
- I can match the number symbol with a group of up to 3 objects.
- I can split 3 objects into different groups
- I can engage in exploratory play with shapes
- I can use gesture and limited talk (e.g. 'there') to indicate the position of something that has been asked for.
- I can ride trikes/scooters around different routes to get to the same endpoint
- I can take part in various construction activities building 3 block bridges to join my towers together when given a model to copy
- I can use gesture and limited talk (e.g. 'there') to indicate the position of something that has been asked for.
- I can respond to the use of everyday positional language e.g. I put my bag under my chair, I put my lunchbox in my bag etc.
- I can notice simple patterns e.g. a spotty pattern on a jumper -
- I can talk about patterns around me (e.g. the stripy pattern on a cloth)

- I can automatically recognise a group of 2 objects I can automatically recognise a group of 3 objects
- I know that a group of 3 objects is still a group of 3 objects even when rearranged.
- I can split 3 objects into different groups (e.g. I can give 3 bears one spoon each, I can give mummy bear 2 spoons so she can feed baby bear and herself but daddy bear can feed himself)
- I know when I have split a set of 3 objects into groups, if I collect them back together there will still be 3.
- I can use everyday positional language in my day to day talk
- I can arrange things in patterns e.g. I can place a pompom inside the holes of an egg tray
- I can continue ABAB patterns.
- I can create ABAB patterns of my own.
- I can use size words to describe the things I see.
- I can use weight words to describe the things I hold
- I can describe something as 'longer' or 'shorter' when two objects of vastly different length are laid next to each other. -I can describe something as heavier or lighter when two objects of vastly

- I can count an irregular arrangement of 5 objects by tagging each object with a number word
- I can say the correct number word when I see number symbols 4-5 in various contexts
- I can compare two groups (when the amounts are obviously different and the objects are of a similar size) saying where there is more and where there is less.
- I can share up to 4 objects between 2 people by dealing out 1 for 1
- I can build 3 steps with 6 cubes
- I can non-verbally make a small collection (no more than 5) with the same number of another collection eg. when shown a collection of 3, I can make another collection of 3
- I can say which number is more or less than another number with the support of objects
- I can group objects together (e.g. in a selection of 5 items of crockery group all of the cups and the plates)
- I know when I have split a set of 5 objects into groups, if I collect them back together there will still be 5.
- I can direct a friend around an obstacle course using spatial vocabulary.
- I can give simple explanations about why I have chosen a particular shape or object

- I can copy ABAB patterns.
- I can attempt, sometimes successfully, to fit shapes into spaces on more challenging inset boards or 10 piece jigsaw puzzles.
- I can select shapes which will fit when rotated or flipped in inset boards, shape sorters and jigsaws
- I can put things away in their correct boxes – understanding that these are the right size for the object.
- I can print and make pictures and patterns with shapes
- -I know the names of the 2D shapes circle, square, rectangle and triangle.
- I can play with a variety of different sized toys when filling/emptying containers

- I can use the phrases 'too much' and 'not enough' when filling containers.
- Different weights are compared
- I can make a tower of blocks that is the same height, taller and smaller than myself?

using everyday language for its properties e.g. I needed something flat for teddy to lie on.
- I can spot an error in an ABAB pattern and correct it.
- I can compare sizes, weights etc. using gesture (e.g. pointing or picking up) or language to indicate bigger, smaller, high, low, heavy, light
- I know it takes longer to count out a box full of tiny objects compared to the same box filled with large objects.
- I can compare a tower of multilink to an object and describe if it is the same size, longer/bigger or smaller/shorter.
- I can measure the length of objects using various measuring apparatus such as apples, multilink, metre sticks etc.