Term	Year 1 Chapter in MNP	Year 1 approach and what EYFS will use Method/Resources	Nursery	Reception
Autumn 1	- Numbers to 10 - Counting to 10 - Counting objects to 10 - Writing to 10 - Counting to 0 - Comparing numbers of objects - Ordering numbers Comparing numbers	- Introduce the characters from the textbooks - Flashcards to 10 - Word cards to 10 - Five frames - Ten frames - Puppets to reinforce the concept - Number lines to 10 **Vocabulary** As many as, the same as, equal to, more than, less than, more, fewer, compare, greatest, smallest.	30-50 months: - Recites numbers in order to 10 - Knows that numbers identify how many objects are in a set - Realises not only objects but anything can be counted - Beginning to represent numbers using fingers, marks on paper or pictures - Sometimes matches numeral and quantity correctly - Counting back from 5 - Compares 2 groups of objects, saying when they have the same number	40-60 months: - Counts actions or objects to 5 then to 10 - Counts out up to 5 then 10 objects from a larger group - Counts in a regular arrangement of up to 5 then 10 objects - Forms numbers to 5 then 10 correctly - Matches the number name, numeral or number word to the quantity of a set of things to 5 then 10 - Counting back from 5 then 10 - Uses the language of more and fewer to compare 2 sets of objects - Says the number that is one more than a given number to 5 then 10 Finds one more or one less from a group of up to 5 then 10 objects
Autumn 2	- Making number bonds - Add by using number bonds - Add by counting on - Subtract by counting back	- Part/Part/Whole Method - 2 and 3 make 5 - Quantities on plates to add together - Pictures to reinforce the word problem to solve the addition/subtraction **Vocabulary** As many as, the same as, equal to, more than, less than, more, fewer, add, subtract, minus, plus, addition and subtraction, altogether, count on, count back, part/part/whole.	30-50 months: - Recites numbers in order to 10 - Knows that numbers identify how many objects are in a set - Realises not only objects but anything can be counted - Beginning to represent numbers using fingers, marks on paper or pictures - Sometimes matches numeral and quantity correctly - Counting back from 5 - Compares 2 groups of objects, saying when they have the same number	40-60 months: - In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting - Begin to identify own mathematical problems based on interests and fascinations - Finds the total number of items in two groups by counting all of them

Shape, Space and Measure coverage	- Naming positions - Naming positions in queues - Recognising solids - Recognising shapes - Grouping shapes - Making patterns - Comparing height and length - Measuring length using time - Measuring height and length using body parts	- **Vocabulary** - Taller, shorter, tallest, shortest, square, triangle, rectangle, circle, length, height, positions first to tenth, next to, between, last.	30-50 months: - Shows an interest in shape and space by playing with shapes or making arrangements with objects - Shows awareness of similarities of shapes in the environment - Uses positional language - Shows interest in shape by sustained construction activity or by talking about shapes or arrangements - Shows interest in shapes in the environment - Uses shapes appropriately for tasks - Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'	40-60 months: - Using mathematical names to describe shapes - Selects a named shape - Describe position such as 'behind' and 'next to' - Orders items by length or height - Orders by weight or capacity - Uses shapes to create patterns - Uses everyday language related to time - Uses everyday language related to money - Sequences events - Measures short periods of time

Spring 1	- Counting to 20 - Writing to 20 - Comparing Numbers to 20 - Ordering Numbers - Number Pattern	- Introduce the characters from the textbooks - Flashcards to 15 - Word cards to 15 - Five frames - Ten frames - Puppets to reinforce the concept - Number lines to 15 - Square tiles to model numbers to 15 - **Vocabulary** - As many as, the same as, equal to, more than, less than, more, fewer, compare, greatest, smallest.	30-50 months: - Count reliably up to 5 things - Compare quantities of two sets using language such as more or less - Recognise that the quantity of a set of things is the same - Recognise numerals 1 to 10 - Begins to show interest in representing numbers - 40-60 months: - Counts out up to 5 then 10 objects from a larger group - Recognises numerals of personal significance. - Begins to estimate how many objects they can see - In practical activities and discussion begin to use the vocabulary involved in adding and subtracting	ELG: - Counts actions or objects to 10 then to 15 - Counts out up to 10 then 15 objects from a larger group - Counts in a regular arrangement of up to 10 then 15 objects - Forms numbers to 10 then 15 correctly - Matches the number name, numeral or number word to the quantity of a set of things to 10 then 15 - Counting back from 10 then 15 - Uses the language of more and fewer to compare 2 sets of objects - Says the number that is one more than a given number to 10 then 15 - Finds one more or one less from a group of up to 10 then 15 objects
Spring 2	- Completing number sentences	- Square tiles to model numbers to 15 - **Vocabulary** - As many as, the same as, equal to, more than, less than, more, fewer, add, subtract, minus, plus, addition and subtraction, altogether, count on, count back, part/part/whole		ELG: - Solve doubling problems - Solve halving problems - Solve sharing problems

Summer 1 and 2	- Making number stories - Making addition stories - Solving picture problems - Making subtraction stories - Solving picture problems - Subtract by using number bonds - Subtract by crossing out - Addition and subtraction	- Cubes and 10 frames - Same colour resources - Part, part, whole - **Vocabulary** - As many as, the same as, equal to, more than, less than, more, fewer, add, subtract, minus, plus, addition and subtraction, altogether, count on, count back, picture problems, number stories, part/part/whole.	40-60 months: - In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting - Begin to identify own mathematical problems based on interests and fascinations - Finds the total number of items in two groups by counting all of them	ELG: - Counts actions or objects to 10 then to 20 - Counts out up to 10 then 20 objects from a larger group - Counts in a regular arrangement of up to 10 then 20 objects - Forms numbers to 10 then 20 correctly - Matches the number name, numeral or number word to the quantity of a set of things to 10 then 20 - Counting back from 10 then 20 - Uses the language of more and fewer to compare 2 sets of objects - Says the number that is one more than a given number to 10 then 20 - Finds one more or one less from a group of up to 10 then 20 objects
Shape, Space and Measure coverage	- Naming positions - Naming positions in queues - Naming left and right positions - Recognising solids - Recognising shapes - Grouping shapes - Making patterns - Comparing height and length - Measuring length using time - Measuring height and length using body parts - Measuring height and length using a ruler	- Repeating patterns - Everyday objects - Spotting shapes in pictures - Organising by properties - Tracing shapes - Organising by shape names - Grouping by shape - Grouping by colour - Generating grouping ideas - Size and shape patterns **Vocabulary** Taller, shorter, tallest, shortest, square, triangle, rectangle, circle, length, height, positions first to tenth, last, next to, between, left, right.	40-60 months: - Recognise the four basic shapes (i.e. circle, square, rectangle and triangle) - Selects a particular named shape - Orders two or three objects by length or height - Uses familiar objects to create and recreate patterns and build models	ELG: - Uses everyday language relating to size - Uses everyday language relating to weight - Uses everyday language relating to capacity - Uses everyday language relating to position - Uses everyday language relating to distance - Uses everyday language relating to time - Uses everyday language relating to money - (to compare quantities and objects to solve problems) - Recognise characteristics of everyday objects - Explore characteristics of everyday objects and shapes - Use mathematical language to describe them