

Mathematics: Number

Curriculum Objective

Number

- Have a deep understanding of number up to number 5 , including the composition of each number.
- Recite numbers past 5
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')

Links Across the Curriculum

Geography—counting steps on a route or to find a location / Music—number songs e.g. five little men in a flying saucer / PHSE—counting family members / RE - counting characters. / science— heavy and light object, weights and capacity, length and height (plants knowledge), spotting patterns in the natural environment / Design and Technology—counting objects, shapes, creating patterns, using materials to create patterns e.g. colours, shapes etc. / art and design—colour, shape etc. patterns link with art / History—time language e.g. Yesterday / outdoor area—looking at 2D and some 3D shapes in the natural environment

Components Autumn Term

Supported through...

Begin to take part in finger rhymes with numbers.

Begin to count in everyday contexts, sometimes skipping numbers -'1-2-3-5'

Begin to recognise numerals 1 to 2

Begin to show finger numbers up to 2

Begin to match numerals to objects up to 2.

Begin to understand how numbers can be represented in different ways like different objects, pictures, actions, symbols etc.

Being to count everyday objects, sometimes skipping numbers '1,2,3,5'

Begin to recognise some 2D shapes

Begin to talk about sizes—big and small

- Daily number rhymes
- Continuous provision of maths resources which the children have access to during free choosing times.
- Number rhymes finger gloves
- Counting with the children during interim times like lining up, coming to the carpet etc.
- Teacher input during provision free choosing time surrounding numbers, counting, shapes in the environment etc.
- Maths working area
- Working maths wall.
- Number mats

Components Spring Term

Supported through...

Take part in finger rhymes with numbers

Starting to count everyday objects with very little support.

Able to recognise numerals 1 to 3

Starting to understand how numbers can be represented in different ways like different objects, pictures, actions, symbols etc.

Show 'finger numerals' up to 3.

Able to say one number for each item in order:1,2,3,4,5'

Begin to link numerals and amounts : for example, showing the right number of objects to the numeral ,up to 3

Able to make comparisons between objects relating to size, length and capacity

Begin to talk about some 2D shapes

Begin to recognise patterns.

With support able to create ABAB patterns.

Begin to compare quantities using language ' more than, fewer than'

- Daily number rhymes
- Continuous provision of maths resources which the children have access to during free choosing times.
- Number rhymes finger gloves
- Counting with the children during interim times like lining up, coming to the carpet etc.
- Teacher input during provision free choosing time surrounding numbers, counting, shapes in the environment etc.
- Maths working area
- Working maths wall.
- Number mats
- Shape hunt
- Pattern books
- Number of the week
- Maths language in class
- Role play area- shop , market

Components Summer Term

Supported through...

Sing number rhymes

Develop fast recognition of up to 5 objects, without having to count them individually

Recite number past 5

Able to understand how numbers can be represented in different ways like different objects, pictures, actions, symbols etc.

Make link numerals and amounts : for example, showing the right number of objects to the numeral ,up to 5

Subitise

Beginning to continue, copy and create repeating patterns.

Begin to compare length, weight and capacity

- Daily number rhymes
- Continuous provision of maths resources which the children have access to during free choosing times.
- Counting with the children during interim times like lining up, coming to the carpet etc.
- Teacher input during provision free choosing time surrounding numbers, counting, shapes in the environment etc.
- Working maths wall.
- Number of the week
- Access to maths area
- Role play are- shop, market

Mathematics: Numerical Patterns

Curriculum Objective

Numerical patterns

- Verbally count beyond 5 recognising the pattern of the counting system.
- Compare quantities up to 5 in the different context, recognising when one quantity is greater than, less than or the same as another quantity.
- Explore and represent patterns within numbers up to 5 including evens and odds, double facts and how quantities can be distributed equally.

Links Across the Curriculum

Geography—counting steps on a route or to find a location / Music—number songs e.g. five little men in a flying saucer / PHSE—counting family members / RE - counting characters. / science— heavy and light object, weights and capacity, length and height (plants knowledge), spotting patterns in the natural environment / Design and Technology—counting objects, shapes, creating patterns, using materials to create patterns e.g. colours, shapes etc. / art and design—colour, shape etc. patterns link with art / History—time language e.g. Yesterday—looking at 2D and 3D shapes in the natural environment

Components Autumn Term

Supported through...

Begin to compare objects according to their size, length, weight and capacity.

Recognise name of the colours

Begin to sort objects according to their size e.g. big medium and same.

Begin to sequence a daily event or instruction.

Begin to recognise a simple 2 step repeated pattern.

Visually identify the shapes triangle, square, rectangle and circle.

Begin to order a short sequence of events, e.g. 2 or 3 steps.

Begin to identify some qualities of a some 2D shapes

Begin to recognise and find a rectangle, triangle, square and circle from within their environment.

Begin to match objects which are the same e.g. a cow and a cow together.

Begin to use some single positional language correctly., e.g. on top of, under, next to, beside.

- Focused planned whole class taught lessons and a focused maths activity within provision each week.
- Continuous provision of maths resources which the children have access to during free choosing times.
- Counting with the children during interim times like lining up, coming to the carpet etc.
- Teacher input during provision free choosing time surrounding numbers, counting, shapes in the environment etc.
- Number supportive reading books accessed throughout.
- Working maths wall.
- Role play area
- Visual timetable—talk through the day- activities
- Outdoor area/ maths activities
- Shape hunt
- 'Where is teddy' game—beginning to look at different prepositions

Components Spring Term

Supported through...

Compare objects according to their size, length, weight and capacity.

Begin to sort objects according to their colour.

Beginning to talk about capacity using language of half full, half empty, full, empty,

Able to follow simple instructions

Continue a repeated pattern.

Noticing shapes within shapes, e.g. tangram tiles.

Begin to recognise some 3D shapes.

- Focused planned whole class taught lessons and a focused maths activity within provision each week.
- Continuous provision of maths resources which the children have access to during free choosing times.
- Counting with the children during interim times like lining up, coming to the carpet etc.
- Teacher input during provision free choosing time surrounding numbers, counting, shapes in the environment etc.
- Number supportive reading books accessed throughout.
- Working maths wall.
- Role play area
- Visual timetable—talk through the day- activities
- Outdoor area/ maths activities
- Shape hunt
- 'Where is teddy' game—beginning to look at different prepositions

Components Summer Term

Supported through...

Understand how to find one more/ one less than a set number up to 5.

Begin to recognise number bonds to 5 part part whole model

Begin to understand and use balance scales, identifying which one is heavier/lighter.

Start to use a cup to measure the capacity of a container, then expressing which one hold more./less

To begin to draw simple routes on a grid to find an object.

Begin to rote counting past 10

- Focused planned whole class taught lessons and a focused maths activity within provision each week.
- Continuous provision of maths resources which the children have access to during free choosing times.
- Counting with the children during interim times like lining up, coming to the carpet etc.
- Teacher input during provision free choosing time surrounding numbers, counting, shapes in the environment etc.
- Number supportive reading books accessed throughout.
- Working maths wall.
- Role play area
- Visual timetable—talk through the day- activities
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Vocabulary

Autumn	Spring	Summer
Same, different, match, pair, large, small, big, little, straight, round, rough, smooth, shiny, spikey, pointy, spotty, soft, alike, sort, group, together, odd, even, medium, set, small/er/est, long/er/est, 2D shape—circle, triangle, rectangle and square, sides, corners, loud, quiet, up, down, numerals 1-5, order, 1	Zero, empty, none, nothing, nearly empty, full, half full, nearly full, fewer than, more than, in between, how many, altogether, counting, total, greater, small, part-part whole, number bonds, repeat, pattern, 1more, 1 less, first, next, then, before, after, part, whole, in, on, under, next to, behind, in front of.	Counting on, add, subtract, move forwards, how many more, counting backwards, take away, double, share, equal, sequence, heavy/er/est, light/er/est, and weight, favourite, solving, how many ways, buy, cost, spend, how much, change

Preparing for the National Curriculum

<i>English</i>	Understanding of a variety of stories, listen and focus on one thing at a time, understand what a sentence/question is, building vocabulary linked with topics and stories. Listen to others both adults and peers with both instructions and discussions. Begin to understand we all have an opinion.
<i>All subjects</i>	Listen to others both adults and peers with both instructions and discussions. Begin to understand we all have an opinion. Have a developing understanding of various vocabulary.
<i>Science</i>	Learn about seasons -The year is divided into 4 parts and these are called seasons. (Autumn, Winter, Spring and Summer)
<i>Geography</i>	Children will learn what a map is. They can be shown a map of the school which shows the different buildings and land use. Children will learn that the school buildings are used for different purposes and functions.
<i>Art</i>	Children will learn that a human body normally includes a head, body, arms, legs, hands, feet, fingers and toes. Children will be able to use a variety marks and materials to represent the human form.

Outcomes / Composites

Number bonds to 5including composition
 Recite numbers past 5
 Recognising and continuing patterns
 Simple addition and one more/less up to 5
 Know 2D and some 3D shapes

Stickability

revisit learning / learning wall / role play / small world / use of props or real objects / consolidate learning / provision activities / real life

Character Traits

Curiosity	Resilient	Ambitious	Kind
Articulate	Respectful		

WOW

Role play and small world
 Trips—
 Maths day with parents

Diversity in the Curriculum

Visual aids—showing a range or ability, race and culture.
 Celebration of festivals—Eid, Christmas, Holi, Diwali, Easter etc.
 Counting songs—YouTube
 Access to a variety of different musical instruments., like African drums, etc.