

Knowledge - What do I already know

Pre nursery stage

Combine objects like stacking blocks.



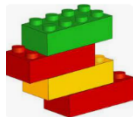
Take part in finger rhymes with numbers.



Complete inset puzzles.

Compare amounts, saying 'lots', 'more' or 'same'.

Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'

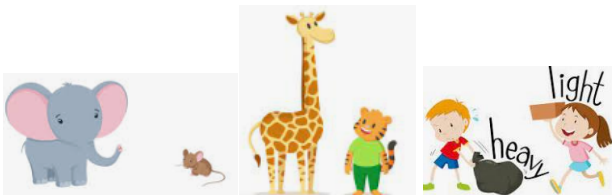


Build with a range of resources

Notice patterns and arrange things in patterns.



Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.



How can you help at home?



Useful Websites:

White Rose 1 minute maths app

<https://whiteroseeducation.com/1-minute-maths>



Topmarks

<https://www.topmarks.co.uk/Search.aspx?Subject=16&AgeGroup=1>

Cbeebies numeracy

<https://www.bbc.co.uk/cbeebies/topics/numeracy>

Numberblocks

<https://www.bbc.co.uk/iplayer/episodes/b08bzfnh/numberblocks>

Numberblocks is a fantastic way for your child to gain a deep understanding of how numbers work in a fun animated way.



Vocabulary:

Cardinality and counting

The cardinal value of a number refers to the quantity of things it represents, e.g. 'howmanyness'.

When children understand the cardinality of numbers, they know what the numbers mean in terms of knowing how many things they refer to.

Counting

Counting is one way of establishing how many things are in a group, because the last number you say tells you how many there are.

Subitising

Subitising is another way of recognising how many there are [recognise quickly how many there are, without counting.]

Comparison

Comparing numbers involves knowing which number has more or less than each other. Children will begin to use 'more' or 'fewer' to compare quantities.

Composition

Understanding that 1 number can be made up of 2 or more smaller number. Children will begin to use 'add' and 'subtract' find 'how many there are altogether'.

Pattern

Developing an awareness of pattern helps young children to notice and understand mathematical relationships. Patterns can be made with objects like coloured cubes, small toys, buttons, and keys, and with outdoor materials like pine cones, leaves or large blocks.

Shape and space

Understanding what happens when shapes move, or combine with other shapes, helps develop wider mathematical thinking.

Knowledge - What I will learn – Autumn Term

Examples of activities

Pattern

Talk about and identify patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.

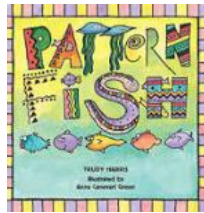


Use informal language like 'pointy', 'spotty' etc

Draw patterns, in the sand, with paints etc.



Read stories about different patterns.



Continue and create alternate patterns, including colour pattern – red, yellow, red, yellow.



Shapes

Look for shapes in your environment.



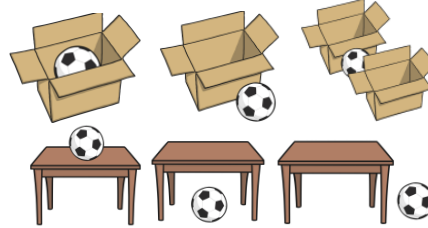
Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.



Position and Directions

Understand position through words alone – for example, "The bag is under the table," – with no pointing.

Place objects in different positions.



Comparison

Number talk – use lots of opportunities to talk about numbers. For example, which plate of food has the most/is the biggest?

Singing rhymes such as 5 little speckled frogs, 5 little men in a flying saucer or 1 little elephant to develop the children knowledge of 1 more or 1 less.



Composition

Explore the composition of 5 whilst playing.

How many teddies are in the bed and how many have fallen out?

How many of your 5 skittles have you knocked over and how many are still standing?



Cardinality and counting

Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').

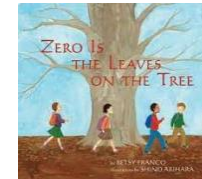
Recognise numerals 0, 1 & 2



Go on a number hunt in the environment.



Read number stories.



Subitise up to 2 objects "Don't count, say the amount" [recognise quickly how many are there without counting]. Playing games using dice really help to develop this skill



Say one number for each item in order: 1,2

Show 'finger numbers' up to 2.



Experiment with their own symbols and marks as well as numerals.

