

### Knowledge - What do I already know Spring Term

Recite numbers past 5.

Say one number for each item in order.

Develop fast recognition of up to 3 objects, without having to count individually [subitising].

Show finger numbers up to 5.

Link numerals to amounts for numbers 0 – 5.

Experiment with mark making the numerals 0 – 5.

Compare quantities using ‘more than’ and ‘fewer than’.

Explore 2D and 3D shapes; talking about their properties and naming [circle, semi-circle, triangle, square, rectangle, pentagon, sphere, cone, cylinder and cube]

Understand position through words and begin to discuss locations of objects.

Make comparisons of size using words like biggest, smallest, tallest.

Make collections for children to *sort and compare*, which include objects that are identical/the same, different kinds or sizes. Compare using language: ‘more than’, ‘fewer than’.

Continue alternate patterns.

### 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/b08bzfhn/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 numbers. 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 – Summer Term**

**Examples of activities**

**Pattern**

Continue and create alternate patterns:



Make a fruit kebab using an alternate pattern. (Strawberry, grape, strawberry, grape)



Notice and correct a mistake that someone has made in a repeating pattern.

**Position and Directions**

Discuss routes and locations, using words like 'in-between' and 'beside'.



Describe a familiar route.



**Cardinality and counting**

Recognise numerals 0-5



Read number stories.

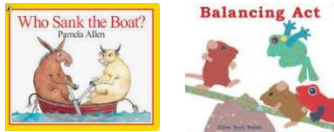


Match numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5 [use natural objects]



**Measures**

Read stories about different heights.



**Comparison**

Make comparisons between objects relating to size, length, weight and capacity.



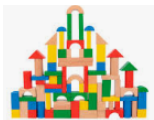
Number talk – use lots of opportunities to talk about numbers. For example, use your fruit bowl to compare quantities of fruit, add them together, or even find 1 less when you eat a piece!



Understand 1 more and 1 less using counters, cars, or toys.

**Shapes**

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



Combine 2D shapes to make new 3D shapes.



Drawing and making 2D shapes.



**Composition**

Solve real world mathematical problems with numbers up to 5: "If I have 2 sweets and you have 1, how many do we have altogether?"

Show 'finger numbers' up to 5. **makes 3**



Explore the composition of 5 - Make 5 by using 2 smaller numbers.



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



Put the numerals 0 – 5 in order; paint stones, make playdough numbers.

