

Nursery Curriculum Coverage & Objective Progression - *Intent*

Area: **Maths** Aspect: **Number**

Autumn 1 (All About Me)	Autumn 2 (Autumn & Autumn Celebrations)	Spring 1 (Storytelling)	Spring 2 (Food Glorious Food)	Summer 1 (Beautiful World)	Summer 2 (Our Adventures)
<p>Knowledge and Skills</p> <p><u>Birth to 3 Years</u></p> <ul style="list-style-type: none"> Take part in finger rhymes with numbers. Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' <p><u>3 & 4 Year Olds</u></p> <ul style="list-style-type: none"> Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. <p><u>Granby Expectation</u></p> <ul style="list-style-type: none"> Begin to join in with daily rote counting - how many here today (up to 39, class size) 	<p>Knowledge and Skills</p> <p><u>Birth to 3 Years</u></p> <ul style="list-style-type: none"> Take part in finger rhymes with numbers. Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' <p><u>3 & 4 Year Olds</u></p> <ul style="list-style-type: none"> Recite numbers past 5. Say one number for each item in order: 1,2 Begin to know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 2. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 2. <p><u>Granby Expectation</u></p> <ul style="list-style-type: none"> Begin to join in with daily rote counting and clapping/1 to 1 correspondence - how many here today (up to 39, class size) All above with numerals – 0 - 2 	<p>Knowledge and Skills</p> <p><u>3 & 4 Year Olds</u></p> <ul style="list-style-type: none"> Fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5 Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Compare quantities using language: 'more than', 'fewer than' <p><u>Granby Expectation</u></p> <ul style="list-style-type: none"> All above with numerals – 0 - 5 	<p>Knowledge and Skills</p> <p><u>3 & 4 Year Olds</u></p> <ul style="list-style-type: none"> Fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5 Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Compare quantities using language: 'more than', 'fewer than' <p><u>Granby Expectation</u></p> <ul style="list-style-type: none"> All above with numerals – 0 - 5 	<p>Knowledge and Skills</p> <p><u>3 & 4 Year Olds</u></p> <ul style="list-style-type: none"> Fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5 Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Compare quantities using language: 'more than', 'fewer than' <p><u>Reception Children</u></p> <ul style="list-style-type: none"> Count objects, actions and sounds. Count beyond ten. <p><u>Granby Expectation</u></p> <ul style="list-style-type: none"> Subitise with amounts up to 5 	<p>Knowledge and Skills</p> <p><u>3 & 4 Year Olds</u></p> <ul style="list-style-type: none"> Fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5 Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Compare quantities using language: 'more than', 'fewer than' <p><u>Reception Children</u></p> <ul style="list-style-type: none"> Count objects, actions and sounds. Count beyond ten. <p><u>Granby Expectation</u></p> <ul style="list-style-type: none"> Subitise with amounts up to 5 Write the numerals 0 – 5 Begin to practically change the numbers 1 – 5 by adding/taking away

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Area: **Maths** Aspect: **Numerical Patterns**

Autumn 1 (All About Me)	Autumn 2 (Autumn & Autumn Celebrations)	Spring 1 (Storytelling)	Spring 2 (Food Glorious Food)	Summer 1 (Beautiful World)	Summer 2 (Our Adventures)
<p>Knowledge and Skills</p> <p><u>Birth to 3 Years</u></p> <ul style="list-style-type: none"> Notice patterns and arrange things in patterns. Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. <p><u>3 & 4 Year Olds</u></p> <ul style="list-style-type: none"> Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones – an arch, a bigger triangle etc. Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. 	<p>Knowledge and Skills</p> <p><u>Birth to 3 Years</u></p> <ul style="list-style-type: none"> Notice patterns and arrange things in patterns. Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. <p><u>3 & 4 Year Olds</u></p> <ul style="list-style-type: none"> Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Understand position through words alone – for example, "The bag is under the table," no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Make comparisons between objects relating to size, length, weight and capacity. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' 	<p>Knowledge and Skills</p> <p><u>3 & 4 Year Olds</u></p> <ul style="list-style-type: none"> Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Understand position through words alone – for example, "The bag is under the table," no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Make comparisons between objects relating to size, length, weight and capacity. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. 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For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. Extend and create ABAB patterns – stick, leaf, stick Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' <p><u>Reception Children</u></p> <ul style="list-style-type: none"> Continue, copy and create repeating patterns.