

Maths
[Number & Numerical Pattern]

Nursery	Reception
<p><u>Learning Objectives</u> <u>3 & 4 Year Olds</u> Number</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>Numerical Patterns</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. 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 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>Within the teaching of numbers, we cover the following:</p> <ul style="list-style-type: none"> Symbol Rote counting 1 to 1 counting 	<p><u>Learning Objectives</u> <u>ELG</u> Number</p> <ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p>Numerical patterns</p> <ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the counting system; Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. <p>Autumn:</p> <ul style="list-style-type: none"> Pattern 2D Shapes 3D Shapes 0,1,2,3,4,5 – within the weekly teaching of numbers we cover – addition, subtraction, subitising, one more and one less, doubling and sharing (Composition, cardinality and comparison). Number bonds to 5 <p>Spring:</p> <ul style="list-style-type: none"> 6, 7, 8, 9, 10 – within the weekly teaching of numbers we cover – addition, subtraction, subitising, one more and one less, doubling and sharing, odds and evens (Composition, cardinality and comparison). <p>Summer:</p> <ul style="list-style-type: none"> Revision 0 to 10 within the weekly teaching of numbers we cover – addition, subtraction, subitising, one more and one less, doubling and sharing, odds and evens (Composition, cardinality and comparison). Length and height Capacity

- Subitising
- Cardinality
- Number representation
- Comparison
- Change

Autumn:

- Pattern
- 2D shapes – circles, triangles, squares
- 0, 1 and 2
- 3D shapes – cubes, cylinders, pyramids

Spring:

- 0, 1 and 2 revision
- 3
- 4
- Take Away/fewer
- 5
- 2D shape revision and variation/orientation
- Positions and routes
- Measures – capacity & weight

Summer:

- 0 – 5 revision
- Measures – size & length
- Positions, routes and locations
- Pattern