

<p><u>Maths</u> <u>Number</u></p>	<p><b>Nursery Skills</b></p>	<p><u>Development Matters 30-50months</u></p> <ul style="list-style-type: none"> <li>• Uses some number names and number language spontaneously.</li> <li>• Uses some number names accurately in play.</li> <li>• Recites numbers in order to 10.</li> <li>• Knows that numbers identify how many objects are in a set.</li> <li>• Beginning to represent numbers using fingers, marks on paper or pictures.</li> <li>• Sometimes matches numeral and quantity correctly.</li> <li>• Shows curiosity about numbers by offering comments or asking questions.</li> <li>• Compares two groups of objects, saying when they have the same number.</li> <li>• Shows an interest in number problems.</li> <li>• Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</li> <li>• Shows an interest in numerals in the environment.</li> <li>• Shows an interest in representing numbers.</li> <li>• Realises not only objects, but anything can be counted, including steps, claps or jumps.</li> </ul>	<p><b>Reception Skills</b></p>	<p><u>Development Matters 40-60months</u></p> <ul style="list-style-type: none"> <li>• Recognise some numerals of personal significance.</li> <li>• Recognises numerals 1 to 5.</li> <li>• Counts up to three or four objects by saying one number name for each item.</li> <li>• Counts actions or objects which cannot be moved.</li> <li>• Counts objects to 10, and beginning to count beyond 10.</li> <li>• Counts out up to six objects from a larger group.</li> <li>• Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</li> <li>• Counts an irregular arrangement of up to ten objects.</li> <li>• Estimates how many objects they can see and checks by counting them.</li> <li>• Uses the language of 'more' and 'fewer' to compare two sets of objects.</li> <li>• Finds the total number of items in two groups by counting all of them.</li> <li>• Says the number that is one more than a given number.</li> <li>• Finds one more or one less from a group of up to five objects, then ten objects.</li> <li>• In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</li> <li>• Records, using marks that they can interpret and explain.</li> <li>• Begins to identify own mathematical problems based on own interests and fascinations.</li> </ul> <p><b>Early Learning Goal</b> Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p>
<p><u>Autumn 1</u>  <b>Environment</b></p>	<p>To use number names in play e.g. their age</p> <p>To be able to count 1 or 2 objects at a time</p>	<p>Numbers on display inside/outside</p> <p>Maths table - open ended loose parts to count and arrange</p> <p>Sorting objects</p> <p>Loose parts</p> <p>Birthday balloons</p>	<p>To recognise some numerals of personal significance.</p> <p>To count up to three or four objects by saying one number name for each item</p>	<p>Topic: We've got the Whole World in Our Hands</p> <p>Numbers on display inside/outside</p> <p>Maths table - open ended loose parts to count and arrange</p> <p>Sorting objects</p> <p>Loose parts for counting</p> <p>Birthday balloons</p>

<p>Activities</p>		<p>Counting songs 1, 2, 3, 4, 5, once I caught a fish alive</p> <p>1, 2, 3 eyes on me</p> <p>When I was 1 I sucked my thumb</p> <p>This old man, he played 1</p> <p>5 little ducks</p> <p>5 cheeky monkeys</p> <p>5 little speckled frogs</p> <p><b>Key Vocabulary: count, number, birthday</b></p>	<p>1:1 correspondence</p> <p>Investigating pattern AB and ABB patterns trying to make a pattern</p> <p>try to continue a pattern</p> <p>try to make a circular pattern</p>	<p>Counting songs , using counting beads, using big counting stick</p> <p>Counting an array of objects</p> <p>Making patterns using any objects, paint, stamps, colours, shapes,</p> <p>Making circular patterns</p> <p>Carrying on a repeating pattern</p> <p>Using 1:1 correspondence to check the pattern</p> <p><b>Key Vocabulary: pattern, number, counting</b></p>
<p>What you will see</p>		<p>Children using number language in their play.</p> <p>Children recognising numbers in the environment e.g. number bunting outside.</p> <p>Children singing and joining in with number songs.</p> <p>Children talking about how old they are and celebrating birthdays.</p>		<p>Maths meetings 4 days a week for 15 minutes short bursts of maths.</p> <p>Children accessing the maths table independently.</p> <p>Children making various patterns using any of the resources in the classroom.</p> <p>Children singing counting songs and joining in.</p> <p>Children linking number to themselves and their environment e.g. I am 4 years old.</p>
<p><u>Autumn 2</u></p> <p>Environment</p>	<p>To be able to count to 5</p> <p>To use fingers to represent numbers to 5</p> <p>1:1 counting to 5</p>	<p>Maths table linked to number of the week</p> <p>Loose parts</p> <p>Stickers for parents - what number are we learning</p> <p>Multilink</p> <p>Maths display to 5 to support learning / number of the week</p>	<p>Counts objects to 10, and beginning to count beyond 10.</p> <p>To be able to learn all about numerals 1 to 5.</p>	<p>Topic: Let's Celebrate</p> <p>Numbers in the classroom and outside</p> <p>Lose parts for children to count outside</p> <p>5 frames for children to add objects into</p> <p>Numicon, number beads, 5 frames to support numbers to 5</p>
<p>Activities</p>	<p>To be able to group objects in different ways to 5</p>	<p>Counting to 10</p> <p>Counting children in the line</p>	<p>To use the language of 'more' and 'fewer'</p>	<p>Counting using the 100 stick</p> <p>Children using sprays in the water tray to spray numbers to 5</p>

		<p>Number of the week</p> <p>Stem sentences - 'I can see... 4 pigs'</p> <p>Children building towers</p> <p>CBBC: Numberblocks to 5</p> <p><b>Key Vocabulary: 1-5</b></p>	<p>to compare two sets of objects.</p>	<p>Talking about the number of children in our class using language such as more and fewer.</p> <p>Children doing focus maths groups children have objects to split into groups and to talk confidently about each group.</p> <p>Using key stem sentences          "I can see ...4 dogs"          "That group has more because..."</p> <p><b>Key Vocabulary: more, fewer, count</b></p>
<p>What you will see</p>		<p>Children using stem sentences and reasoning in their play.</p> <p>Children using having a go at 1:1 counting to check amounts.</p> <p>Children using their fingers to represent numbers in different ways.</p> <p>Children being able to count to 5</p> <p>Children are able to show you 5 fingers</p> <p>Children mark making to represent numbers to 5</p> <p>Children drawing faces to match amount of children away</p>		<p>Maths meetings 4 days a week for 15 minutes short bursts of maths</p> <p>Children using stem sentences and reasoning in their play</p> <p>Children using having a go at 1:1 counting to check amounts</p> <p>Children using their fingers to represent numbers in different ways.</p> <p>Children being able to count to 5</p> <p>Children are able to show you 5 fingers</p> <p>Children mark making to represent numbers to 5</p> <p>Accessing the maths table with everything to do with that number.</p>
<p><b>Spring 1</b></p> <p>Environment</p>	<p>To be able to count to 10</p> <p>1:1 counting to 10</p> <p>To look at basic number bonds within 10</p>	<p>Numicon</p> <p>Numicon pegs</p> <p>Counting bead stick</p> <p>Sorting activities</p> <p>Small pots and objects</p> <p>Number stamps / number spots</p>	<p>To learn all about numbers 6-10</p> <p>To be able to say which number is one more or one less than a given number</p>	<p>Topic: A Helping Hand</p> <p>Numicon</p> <p>Numicon pegs</p> <p>Counting bead stick</p> <p>Sorting activities</p>

<p>Activities</p>	<p>To try and group objects in different ways to 10</p>	<p>Register - how many children are away today? Drawing the number of children and using fingers to show amount.</p> <p>Counting to 10 for tidy up time song</p> <p>Counting out objects from a larger group</p> <p>Maths challenge table</p> <p>CBBC: Number blocks to 10</p> <p>Children sorting objects in different ways e.g. sharing items between 2 plates and beginning to realise the amount stays the same.</p> <p><b>Key Vocabulary: 1-10, group, more, less</b></p>	<p>To count an irregular arrangement of up to ten objects.</p>	<p>Talk about one more and one less during the morning register</p> <p>Number blocks to 10</p> <p>Children working in small focus groups to secure their understanding of numbers to 10.</p> <p>Children are able to use stem sentences to talk about the different array of objects to 10.</p> <p>When children are lining up to say one more or less of a number to 10.</p> <p><b>Key Vocabulary: more, less, same</b></p>
<p>What you will see</p>		<p>Children lining up objects to securely count 1:1 larger amounts.</p> <p>Children using the maths challenge table to develop understanding of number of the week.</p> <p>Children talking about number of the week and recognising it in the environment/on displays.</p> <p>Children having a go at recording the number of the week by either drawing objects or writing the numeral.</p> <p>Children confidently counting to 10</p>		<p>Maths meetings 4 days a week for 15 minutes short bursts of maths.</p> <p>Children confidently counting to 10 counting objects to 10 using 1:1 correspondence.</p> <p>Children accessing the number of the week table and can confidently talk about it.</p> <p>Children having the opportunities to write the number of the week either drawing objects to represent it or the numeral in the environment.</p>
<p><b>Spring 2</b></p> <p>Environment</p>	<p>To count different things e.g. claps, objects, passing of time</p>	<p>Number lines</p> <p>Numbers to 20</p> <p>Role play area</p>	<p>To be able to combine groups to find the whole up to 10</p>	<p>Topic: Let it grow</p> <p>Number lines</p> <p>Number bond activities using numicon</p> <p>Numberblocks - using multilink cubes</p>
<p>Activities</p>	<p>To be able to solve number problems e.g. how many more do we need?</p>	<p>Ordering numbers to 5</p> <p>Counting back from 5</p> <p>Counting on from any number to 5</p>	<p>To learn number bonds to 10 - 10 frame</p>	<p>Counting to 20 and back</p> <p>counting in 10s to 100</p> <p>filling in part part whole models</p>

	To use marks to represent numbers	<p>Number books</p> <p>Children drawing and making their own Numberblocks</p> <p>Data handling and recording on bar charts e.g. how many children like bananas for snack time?</p>	To use number bonds to 10- Part - whole model	<p>Adding objects to 10 frames and comparing different 10 frames saying more, less or the same.</p> <p>Each child has a numicon and they have to find their partner to make 10 and sit with them.</p> <p>Using pad locks and keys - match the number bonds together to open the lock.</p>
What you will see	To maintain number fluency to 5	<p>Children having a go at recording scores when playing games inside and outside.</p> <p>Children joining in and counting back from 5 during tidy up/ sit down time.</p> <p>Children confidently counting jumps, steps, spots on dice.</p> <p>Children playing number related games e.g. board games (snakes and ladders).</p> <p>Children recognising and using correct numbers names they see in the environment.</p> <p><b>Key Vocabulary: problem, solve</b></p>		<p>Maths meetings 4 days a week for 15 minutes short bursts of maths.</p> <p>Children using the correct resources to represent number bonds to 10.</p> <p>Cubes, number beads, 10 frames, numicon</p> <p>Children filling in the missing numbers of challenges linked to part part whole.</p> <p><b>Key Vocabulary: whole, part, group</b></p>
<u>Summer 1</u>	To be able to count back from 10	<p>10 frames</p> <p>10 frame counters</p> <p>Self-registration on a 10 frame</p> <p>Number display to reflect maths ability</p> <p>Counting out objects to match quantity e.g. can you build a tower using 3 blocks? 8 blocks?</p>	Using quantities and objects to add and subtract two single-digit numbers	<p>Topic: Fairy Tales</p> <p>Having number sentences displayed in the environment</p> <p>Number table linked to numbers 10-15</p> <p>Hundred squares and number lines displayed in environment and outside.</p>
Environment	To sometimes matching numeral and quantity correctly		To learn all about numbers 10-15	
Activities	To maintain number fluency to 10	<p>Ordering numbers to 10</p> <p>Counting back from 10</p> <p>Counting on from any number to 10</p>	To be able to understand the concept of 10 and more	<p>Ordering numbers to 10 and beyond</p> <p>Counting on from a number to 20 and a back</p> <p>Making numbers using numicon 10 and more</p> <p>Maths games table set up - connect 4, dominos etc</p>

<p>What you will see</p>		<p>Children using number confidently in their play and the language associated with numbers to 10.</p> <p>Children using a range of materials to count, sort and arrange.</p> <p>Children using their own ways of representing numbers to 10 e.g. lines on a page.</p> <p><b>Key Vocabulary: order, match</b></p>	<p>e.g. 15 is 10 and 5 more</p>	<p>Children using number confidently in their play and the language associated with numbers to 20 and beyond.</p> <p>Children using a range of materials to count, sort and arrange</p> <p>Children mark make to represent numbers 10-15 number in different ways.</p> <p><b>Key Vocabulary: number bond, add, subtract</b></p>
<p><b>Summer 2</b></p> <p>Environment</p>	<p>To be able to say 1 more and 1 less than numbers to 10</p> <p>To sort objects to 10 and realising the total stays the same</p>	<p>Maths challenge table</p> <p>Loose parts</p>	<p>To learn all about numbers 16-20</p> <p>Records, using marks that they can interpret and explain</p>	<p>Topic: Under the Sea</p> <p>Having number sentences displayed in the environment</p> <p>Number table linked to numbers 16-20</p> <p>Hundred squares and number lines displayed in environment and outside</p>
<p>Activities</p>	<p>Number fluency</p>	<p>Sharing activities</p> <p>Basic doubling / halving activities using small numbers</p>	<p>To identify own mathematical problems based on own interests and fascinations</p> <p>To attempt to solve problems, including doubling, halving and sharing.</p>	<p>Sharing food on a picnic activity</p> <p>Halving food by cutting fruit</p> <p>Maths investigation station problem solving puzzles weekly linked top marks.</p> <p>Estimation station -children have to guess the number of objects in the bowl and write it down.</p> <p>Outdoor math games e.g. bowling and recording answers</p>
<p>What you will see</p>		<p>Children beginning to show more awareness about quantity e.g. recognising that 6 is more than 5.</p> <p><b>Key Vocabulary: total, double, halve</b></p>		<p>Children beginning to solve mathematical problems independently and recording their answers.</p> <p><b>Key Vocabulary: double, halve, share, problem</b></p>