

Nursery

Children explore and embed their maths knowledge both indoors and outdoors for example after creating an ice cream shop they add price tags and count out money to buy ice creams. The children have adult led teaching sessions where they learn to recognise, count and write numbers through a range of practical games and activities. Shape, Space and Measure is also taught through adult led teaching as well as through readily available resources around the environment such as wooden building blocks, Lego, and other construction resources. The children are exposed to numbers around our school environment and are encouraged to recognise numbers and shapes in everyday objects, i.e. clocks, door numbers, car registration numbers.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Informal baseline assessments	AFL Daily to inform mountain differentiation through observation and focus tasks			Final assessments	
<p><u>Number</u> N1 – <u>Say one number for each item in order: 1,2,3,4,5.</u> (m) <u>Recite numbers past 5.</u> (playful contexts) (m) <u>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</u>(m) N2 - <u>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</u> (m) <u>Numerical Patterns and Shape and Space</u> <u>N4 – Talk about shape using language such as straight and round.</u> (m) <u>N6 –</u> <u>Explore shapes</u> (m) <u>Make comparisons using gesture and language for size e.g. bigger, longer, taller, smaller, shorter,</u> (m) <u>N7 - Notice and arrange objects in patterns.</u> (m) <u>N8 – Begin to describe a sequence of events using vocabulary such as morning, afternoon, first, next, then</u> (m)</p>	<p><u>Number</u> N2 - <u>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</u> (m) <u>Show 'finger numbers' up to 5.</u> (m) <u>N3 - Compare quantities using language: 'more than', 'fewer than'.</u> (m) <u>Numerical Patterns and Shape and Space</u> <u>N5 - Understand position through words alone – for example, "The bag is under the table," – with no pointing.</u> (m) <u>N4 – 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'.</u> (m) N6 – <u>Make comparisons between objects relating to weight and capacity.</u> (m) <u>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</u> (m) <u>Combine shapes to make new ones - an arch, a bigger triangle etc.</u> (m) <u>N7 - Extend and create ABAB patterns – stick, leaf, stick, leaf.</u> (Links to N8) (m)</p>	<p><u>Number</u> N2 – <u>Ordering numerals up to 5.</u> (m) <u>Experiment with their own symbols and marks as well as numerals.</u> (m) <u>Solve real world mathematical problems with numbers up to 5.</u> (m) <u>N3 - Compare quantities using language: 'greater than', 'less than'</u> (m) <u>Numerical Patterns and Shape and Space</u> N5 – <u>Discuss routes and locations, using words like 'in front of' and 'behind'.</u> (m) <u>Describe a familiar route.</u> (m) N7 - <u>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</u> (m) <u>N7 - Spotting errors in patterns</u> (m)</p>			

Essentials

- *The **language of maths** is important in each year group but particularly so in reception and the earlier years. language of time and the days of the week(see vocabulary list)*
- *Cross curricular links made to reinforce maths vocabulary e.g. Goldilocks and the Three Bears, My Five Senses **NUMBERTIME CARPET SESSIONS***
- ***Songs and rhymes** are routinely used to chant and count with concrete objects and picture visuals **NUMBER TIME CARPET SESSIONS***
- *Regular reinforcement of number chanting (to 10 and beyond) and recognition of **numerals below ten and those that have a significance and begin to manipulate of quantities below 6***
- *Alongside number chanting/number recognition and introducing the **forming numerals**.*
- *Concrete and pictorial (**CPA**)is used*
- *Varied Fluency, Reasoning and Problem Solving through **questioning** in focussed activities and child initiated play*
- *Reference to the New curriculum and De Bohun passport and the references Numicon Firm foundations is used for planning*

Mathematical Vocabulary EYFS

Instructions

Listen, join in, say, think, imagine, remember, start from, start with, start at, look at, point to, show me, put, place, fit, arrange, rearrange, change, change over, split, separate, carry on, continue, repeat, what comes next? Find, choose, collect, use, make, build, tell me, describe, pick out, talk about, explain, show me, read, write, trace, copy, complete, finish, end, fill in, shade, colour,

General

Same number/s, different number/s, missing number/s number facts, number line, number track, number square, number cards, counters, cubes, blocks, rods, die, dice, dominoes, pegs, peg boards, same way, different way, best way, another way, in order, in a different order, not, all, every, each

Number and Place Value	Addition and subtraction	Multiplication and division	Fractions	Geometry	Measurement	Statistics
<p>Zero, number, one, two, three... to twenty and beyond teens numbers, eleven, twelve ... twenty none, how many...?</p> <p>Count, count (up) to, count on (from, to), count back (from, to) count in ones, twos, fives, tens,</p> <p>is the same as, more, less, odd, even, few, pattern, pair</p> <p>ones, tens, digit, the same number as, as many as,</p> <p>more, larger, bigger, greater, most, biggest, largest, greatest,</p>	<p>add, more, and, make, sum, total, altogether,</p> <p>double,</p> <p>one more, ten more, one less, two more ... ten more,</p> <p>how many are left/left over? How many have gone?</p> <p>One less, two less, ten less...</p> <p>How many fewer is ... than ...?</p> <p>How much less is ...?</p> <p>Difference between</p>	<p>Sharing, doubling, halving, number patterns,</p>	<p>Parts of a whole, half, quarter,</p>	<p><u>Properties of shape</u> Shape, pattern, flat, curved, straight, round, hollow, solid, sort, make, build, draw, size,</p> <p>Bigger, larger, smaller, symmetrical, pattern, repeating pattern, match,</p> <p><u>2-D shape</u> Corner, side, rectangle (including square) circle, triangle,</p> <p><u>3-D shape</u> Face, edge, vertex, vertices, cube, pyramid, sphere, cone</p> <p><u>Position and direction</u> Position, over, under, above, below, top,</p>	<p>Measure, size, compare, guess, estimate, enough, not enough, too much, too little, too many, too few, nearly, close to, about the same as, just over, just under,</p> <p><u>Length</u> Metre, length, height, width, depth, long, short, tall, high, low, wide, narrow, thick, thin, longer, shorter, taller, higher... and so on, longest, shortest, tallest, highest ... and so on, far, near, close,</p> <p><u>Weight</u> Weigh, weighs, balances, heavy, light, heavier than, lighter than, heaviest, lightest, scales,</p>	<p>Count, sort, group, set, list,</p>

<p>fewer, smaller, less, fewest, smallest, least,</p> <p>compare, order, size,</p> <p>first, second, third, twentieth,</p> <p>last, last but one,</p> <p>before, after,</p> <p>next, between</p>				<p>bottom, side, on, in, outside, inside, around, in front, behind, front, back, beside, next to, opposite, apart, between, middle, edge, corner, direction, left, right, up, down, forwards, backwards, sideways, across, next to, close, near, far, along, through, to, from, towards, away, from, movement, slide, roll, turn, stretch, bend, whole turn, half turn,</p>	<p><u>Capacity and volume</u> Full, empty, half full, holds, container,</p> <p><u>Time</u> Time, days of the week, Monday, Tuesday... day, week, birthday, holiday, morning, afternoon, evening, night, bedtime, dinner time, playtime, today, yesterday, tomorrow, before, after, next, last, now, soon, early, late, quick, quicker, quickest, quickly, slow, slower, slowest, slowly, old, older, oldest, new, newer, newest, takes longer, takes less time, hour, o'clock, clock, watch, hands</p> <p><u>Money</u> Money, coin, penny, pence, pound, price, cost, buy, sell, spend, spent, pay,</p>	
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