

Pre- School objectives

The teaching of **maths in the Early Years** is split into two areas:-

- **Number**
- **Shape, Space and Measure.**

The Pre-school year consists of three intakes based on children turning two. Each intakes will have a baseline assessment. Progress is assessed in line with months 16-26 of development matters. From these baselines and ongoing observations adults plan opportunities for adult led activities and responses to child initiated learning through play.

Initial intake baseline		Summer 2
observations		Final assessments against ELG
<ul style="list-style-type: none"> •Develops an awareness of number names through their enjoyment of action rhymes and songs that relate to their experience of numbers. •Has some understanding that things exist, even when out of sight. Knows that things exist, even when out of sight. •Beginning to organise and categorise objects, e.g. putting all the teddy bears together or teddies and cars in separate piles. •Says some counting words randomly. <p><u>Shape, Space and Measure</u> Recognises big things and small things in meaningful contexts.</p> <ul style="list-style-type: none"> •Gets to know and enjoy daily routines, such as getting-up time, mealtimes, nappy time, and bedtime. Attempts, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles. •Uses blocks to create their own simple structures and arrangements. •Enjoys filling and emptying containers. •Associates a sequence of actions with daily routines. •Beginning to understand that things might happen ‘now’. 	<p>Selects a small number of objects from a group when asked, for example, ‘please give me one’, ‘please give me two’.</p> <ul style="list-style-type: none"> •Recites some number names in sequence. •Creates and experiments with symbols and marks representing ideas of number. •Begins to make comparisons between quantities. •Uses some language of quantities, such as ‘more’ and ‘a lot’. •Knows that a group of things changes in quantity when something is added or taken away <p><u>Shape, Space and Measure</u></p> <ul style="list-style-type: none"> •Notices simple shapes and patterns in pictures. •Beginning to categorise objects according to properties such as shape or size. •Begins to use the language of size. weight •Understands some talk about immediate past and future, e.g. ‘before’, ‘later’ or ‘soon’. •Anticipates specific time-based events such as mealtimes or home time. <p>Pattern</p>	<ul style="list-style-type: none"> •Uses some number names and number language spontaneously. •Uses some number names accurately in play. •Recites numbers in order to 10. <p><u>Shape, Space and Measure</u> Shows an interest in shape and space by playing with shapes or making arrangements with objects.</p>

Essentials

- *The **language of maths** is important in each year group but particularly so in the early years.*
- *Cross curricular links are made and books chosen to introduce and promote maths concepts e.g. Titch, Jasper’s Bean Stalk*
- *language of time- now, before, soon, later and the days of the week are used routinely*
- *Regular reinforcement of number chanting (to 10) and recognition of **numerals below ten and begin to manipulate of quantities below 3.***
- *Concrete methods are used (CPA)*
- *Songs and rhymes are routinely used to chant and count with concrete visuals*
- *Varied Fluency, Reasoning and Problem Solving through **questioning** in focussed activities and child initiated play*
- *Reference made to Development Matters Document for planning*

Mathematical Vocabulary Pre-school

Instructions

Listen, join in, say, think, imagine, remember, start from, start with, start at, look at, point to, show me, put, place, fit, carry on, continue, repeat, choose, collect, use, make, build, tell me, pick out, talk about, show me, trace, copy, complete, finish, end, fill in, shade, colour,

General

Same number/s, different number/s, number track, counters, cubes, blocks, rods, die, dice, dominoes, pegs, peg boards, 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...</p> <p>Count, count (up) to, count on (from, to), count back (from, to) count in ones</p> <p>is the same as, more, less, odd, even, few, pair</p> <p>digit, the same number as, as many as,</p> <p>more,</p> <p>fewer,</p> <p>order, size,</p> <p>first, second, third,</p> <p>last,</p> <p>before, after,</p> <p>next, between</p>	<p>add, more, and, make, altogether,</p> <p>one more, one less, two more ...</p> <p>How many are left/left over? How many have gone?</p> <p>One less, two less,</p>			<p><u>Properties of shape</u> Shape, make, build, draw, size,</p> <p>Bigger, larger, smaller,</p> <p><u>2-D shape</u></p> <p><u>3-D shape</u></p> <p><u>Position and direction</u> over, under, above, below, top, bottom, side, on, in, outside, inside, around, in front, front, back, up, down, forwards, backwards, next to, close, near, far, to, from,</p>	<p>Size, guess, too much, too little,</p> <p><u>Length</u> Long, short, tall, high, low, longer, far, near, close,</p> <p><u>Weight</u> Heavy, light,</p> <p><u>Capacity and volume</u> Full, empty, holds,</p> <p><u>Time</u> Time, day, week, birthday, holiday, morning, afternoon, evening, night, bedtime, dinner time, playtime, today, yesterday, tomorrow, before, after, next, last, now, soon, quick, slow, old, new,</p> <p><u>Money</u> Money, coin, buy, sell,</p>	<p>Count,</p>