

Mathematics: Number

Curriculum Objective

- Number**
- Have a deep understanding of number up to number 5 , including the composition of each number.
 - Recite numbers past 5
 - Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')

Links Across the Curriculum

Geography—counting steps on a route or to find a location / Music—number songs e.g. five little men in a flying saucer / PHSE—counting family members / RE - counting characters. / science— heavy and light object, weights and capacity, length and height (plants knowledge), spotting patterns in the natural environment / Design and Technology—counting objects, shapes, creating patterns, using materials to create patterns e.g. colours, shapes etc. / art and design—colour, shape etc. patterns link with art / History—time language e.g. Yesterday / outdoor area—looking at 2D and some 3D shapes in the natural environment

Components Autumn Term	Supported through...	Components Spring Term	Supported through...	Components Summer Term	Supported through...
Begin to take part in finger rhymes with numbers.	<ul style="list-style-type: none">• Daily number rhymes• Continuous provision of maths resources which the children have access to during free choosing times.• Number rhymes finger gloves• Counting with the children during interim times like lining up, coming to the carpet etc.• Teacher input during provision free choosing time surrounding numbers, counting, shapes in the environment etc.• Maths working area• Working maths wall.• Number mats	Take part in finger rhymes with numbers	<ul style="list-style-type: none">• Daily number rhymes• Continuous provision of maths resources which the children have access to during free choosing times.• Number rhymes finger gloves• Counting with the children during interim times like lining up, coming to the carpet etc.• Teacher input during provision free choosing time surrounding numbers, counting, shapes in the environment etc.• Maths working area• Working maths wall.• Number mats• Shape hunt• Pattern books• Number of the week• Maths language in class• Role play area- shop , market	Sing number rhymes	<ul style="list-style-type: none">• Daily number rhymes• Continuous provision of maths resources which the children have access to during free choosing times.• Counting with the children during interim times like lining up, coming to the carpet etc.• Teacher input during provision free choosing time surrounding numbers, counting, shapes in the environment etc.• Working maths wall.• Number of the week• Access to maths area• Role play are- shop, market
Begin to count in everyday contexts, sometimes skipping numbers -'1-2-3-5'		Starting to count everyday objects with very little support.		Develop fast recognition of up to 5 objects, without having to count them individually	
Begin to recognise numerals 1 to 2		Able to recognise numerals 1 to 3		Recite number past 5	
Begin to show finger numbers up to 2		Starting to understand how numbers can be represented in different ways like different objects, pictures, actions, symbols etc.		Able to understand how numbers can be represented in different ways like different objects, pictures, actions, symbols etc.	
Begin to match numerals to objects up to 2.		Show 'finger numerals' up to 3.		Make link numerals and amounts : for example, showing the right number of objects to the numeral ,up to 5	
Begin to understand how numbers can be represented in different ways like different objects, pictures, actions, symbols etc.		Able to say one number for each item in order:'1,2,3,4,5'		Subitise	
Being to count everyday objects, sometimes skipping numbers '1,2,3,5'		Begin to link numerals and amounts : for example, showing the right number of objects to the numeral ,up to 3		Beginning to continue, copy and create repeating patterns.	
Begin to recognise some 2D shapes		Able to make comparisons between objects relating to size, length and capacity		Begin to compare length, weight and capacity	
Begin to talk about sizes—big and small		Begin to talk about some 2D shapes			
		Begin to recognise patterns.			
		With support able to create ABAB patterns.			
		Begin to compare quantities using language ' more than, fewer than'			

Mathematics: Numerical Patterns

Curriculum Objective

Numerical patterns

- Verbally count beyond 5 recognising the pattern of the counting system.
- Compare quantities up to 5 in the different context, recognising when one quantity is greater than, less than or the same as another quantity.
- Explore and represent patterns within numbers up to 5 including evens and odds, double facts and how quantities can be distributed equally.

Links Across the Curriculum

Geography—counting steps on a route or to find a location / Music—number songs e.g. five little men in a flying saucer / PHSE—counting family members / RE - counting characters. / science— heavy and light object, weights and capacity, length and height (plants knowledge), spotting patterns in the natural environment / Design and Technology—counting objects, shapes, creating patterns, using materials to create patterns e.g. colours, shapes etc. / art and design—colour, shape etc. patterns link with art / History—time language e.g. Yesterday—looking at 2D and 3D shapes in the natural environment

Components Autumn Term	Supported through...	Components Spring Term	Supported through...	Components Summer Term	Supported through...
Begin to compare objects according to their size, length, weight and capacity.	<ul style="list-style-type: none">Focused planned whole class taught lessons and a focused maths activity within provision each week.Continuous provision of maths resources which the children have access to during free choosing times.Counting with the children during interim times like lining up, coming to the carpet etc.Teacher input during provision free choosing time surrounding numbers, counting, shapes in the environment etc.Number supportive reading books accessed throughout.Working maths wall.Role play areaVisual timetable—talk through the day- activitiesOutdoor area/ maths activitiesShape huntWhere is teddy' game—beginning to look at different prepositions	Compare objects according to their size, length, weight and capacity.	<ul style="list-style-type: none">Focused planned whole class taught lessons and a focused maths activity within provision each week.Continuous provision of maths resources which the children have access to during free choosing times.Counting with the children during interim times like lining up, coming to the carpet etc.Teacher input during provision free choosing time surrounding numbers, counting, shapes in the environment etc.Number supportive reading books accessed throughout.Working maths wall.Role play areaVisual timetable—talk through the day- activitiesOutdoor area/ maths activitiesShape hunt'Where is teddy' game—beginning to look at different prepositions	Understand how to find one more/ one less than a set number up to 5.	<ul style="list-style-type: none">Focused planned whole class taught lessons and a focused maths activity within provision each week.Continuous provision of maths resources which the children have access to during free choosing times.Counting with the children during interim times like lining up, coming to the carpet etc.Teacher input during provision free choosing time surrounding numbers, counting, shapes in the environment etc.Number supportive reading books accessed throughout.Working maths wall.Role play areaVisual timetable—talk through the day- activitiesOutdoor area/ maths activitiesShape hunt'Where is teddy' game—beginning to look at different prepositions
Recognise name of the colours		Begin to sort objects according to their colour.		Begin to recognise number bonds to 5 part part whole model	
Begin to sort objects according to their size e.g. big medium and same.		Beginning to talk about capacity using language of half full, half empty, full, empty,		Begin to understand and use balance scales, identifying which one is heavier/lighter.	
Begin to sequence a daily event or instruction.		Able to follow simple instructions		Start to use a cup to measure the capacity of a container, then expressing which one hold more./less	
Begin to recognise a simple 2 step repeated pattern.		Continue a repeated pattern.		To begin to draw simple routes on a grid to find an object.	
Visually identify the shapes triangle, square, rectangle and circle.				Begin to rote counting past 10	
Begin to order a short sequence of events, e.g. 2 or 3 steps.		Noticing shapes within shapes, e.g. tangram tiles.			
Begin to identify some qualities of a some 2D shapes		Begin to recognise some 3D shapes.			
Begin to recognise and find a rectangle, triangle, square and circle from within their environment.					
Begin to match objects which are the same e.g. a cow and a cow together.					
Begin to use some single positional language correctly., e.g. on top of, under, next to, beside.					

Vocabulary		
Autumn	Spring	Summer
Same, different, match, pair, large, small, big, little, straight, round, rough, smooth, shiny, spikey, pointy, spotty, soft, alike, sort, group, together, odd, even, medium, set, small/er/est, long/er/est, 2D shape—circle, triangle, rectangle and square, sides, corners, loud, quiet, up, down, numerals 1-5, order, 1	Zero, empty, none, nothing, nearly empty, full, half full, nearly full, fewer than, more than, in between, how many, altogether, counting, total, greater, small, part-part whole, number bonds, repeat, pattern, 1more, 1 less, first, next, then, before, after, part, whole, in, on, under, next to, behind, in front of.	Counting on, add, subtract, move forwards, how many more, counting backwards, take away, double, share, equal, sequence, heavy/er/est, light/er/est, and weight, favourite, solving, how many ways, buy, cost, spend, how much, change

Preparing for the National Curriculum

English	Understanding of a variety of stories, listen and focus on one thing at a time, understand what a sentence/question is, building vocabulary linked with topics and stories. Listen to others both adults and peers with both instructions and discussions. Begin to understand we all have an opinion.
All subjects	Listen to others both adults and peers with both instructions and discussions. Begin to understand we all have an opinion. Have a developing understanding of various vocabulary.
Science	Learn about seasons -The year is divided into 4 parts and these are called seasons. (Autumn, Winter, Spring and Summer)
Geography	Children will learn what a map is. They can be shown a map of the school which shows the different buildings and land use. Children will learn that the school buildings are used for different purposes and functions.
Art	Children will learn that a human body normally includes a head, body, arms, legs, hands, feet, fingers and toes. Children will be able to use a variety marks and materials to represent the human form.

Outcomes / Composites	Stickability	WOW	Diversity in the Curriculum
Number bonds to 5including composition Recite numbers past 5 Recognising and continuing patterns Simple addition and one more/less up to 5 Know 2D and some 3D shapes	revisit learning / learning wall / role play / small world / use of props or real objects / consolidate learning / provision activities / real life	Role play and small world Trips— Maths day with parents	Visual aids—showing a range or ability, race and culture. Celebration of festivals—Eid, Christmas, Holi, Diwali, Easter etc. Counting songs—YouTube Access to a variety of different musical instruments., like African drums, etc.
	Character Traits		
	<div> <div>Curiosity</div> <div>Articulate</div> </div> <div> <div>Resilient</div> <div>Respectful</div> </div> <div> <div>Ambitious</div> </div> <div> <div>Kind</div> </div>		