



Daven Primary School Early Years Curriculum - Mathematics

What we want to children to know and be able to do:			
Age	2-3 Years- Nursery	3-4 Years - Nursery	4-5 Years - Reception
Knowledge and Skills:	<ul style="list-style-type: none"> • Build with a range of resources. • Notice patterns and arrange things in patterns. • Complete inset puzzles. • Climb and squeeze themselves into different types of spaces. • Combine objects like stacking blocks and cups. Put objects inside each other and then take them out again. 	<ul style="list-style-type: none"> • Counts up to 3 objects, saying number names. • Count and know the total is the last number counted (3) • Beginning to show 'finger numbers' 1, 2 and 3. • Compare quantities using language: more/fewer than. • Combining and selecting shapes to make new ones. Comparing between objects relating to size. • Selecting shapes appropriately for building 3D shapes. 	<ul style="list-style-type: none"> • Subitise up to 3. • Continue copy & create repeating patterns. AABBA etc. • Counting objects, actions and sounds. • Linking numerals to cardinal value up to 5. • Compare different quantities to 5 • Begin to understand 'one more and one less' • Recognises, names and describe 2D shapes. • Count up to 5 objects from a larger group, • Repeat numbers in order beyond 10. • Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
	<ul style="list-style-type: none"> • Join in finger rhymes with numbers. • Count in everyday contexts, sometimes skipping numbers – '1-2-3-5'. • Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. • Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 	<ul style="list-style-type: none"> • Counts up to 5 objects, saying number names. • Beginning to show 'finger numbers' up to 5. • Link numerals to cardinal value up to 5. • Understand position through words alone – next to, behind, in front. • Experiment with own numerical symbols and marks. • Talk about and explore 2D and 3D shapes. Name triangle and rectangle. • Begin to use everyday language to describe shape-round, pointy etc. • Describe a familiar route. 	<ul style="list-style-type: none"> • Subitise to 5. • To identify when two sets are equal or unequal and know that two equal groups are doubles. • Composition of numbers to 10. • Beginning to recite number bonds to 5 and 10. • Beginning to recognise and describe 3D shapes. • Compare length, mass and capacity • Compare numbers beyond 10. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
	<ul style="list-style-type: none"> • Compare amounts, saying 'lots', 'more' or 'same'. React to changes of amount in a group of up to three items • Compare sizes, weights etc. using gesture and language 'high/low', 'tall', 'heavy'. • Begin to notice and talk about shapes around them. Begin to recognise circle, square. 	<ul style="list-style-type: none"> • Comparing between objects relating to length, weight and capacity • Describes a sequence of events using correct vocabulary. - Talk about and identify patterns around them. - Extending, correcting and creating ABAB patterns. Experiment own numerical symbols & marks 1 to 5. • Solve real world maths problems, within 5. 	<ul style="list-style-type: none"> • Count up to 20 objects • Automatically recall number bonds for number 0-5 and some to 10. Doubling numbers. • Linking numerals to cardinal value up to 10. • Understand 'the one more and one less' relationship between consecutive numbers. • Exploring even and odds. • Solve simple problems by halving and doubling.
Key Vocabulary:	Fit, turn, under, over, through, up, down, pattern, lots, more, same, big, small, heavy, circle square.	How many? finger numbers, total, more than, fewer than, under, repeating pattern, rectangle, triangle, in front, behind, next to, order, full, empty, heavy, light, long, tall, short, first, then, after.	Subitise, altogether, greater than, fewer than, 5 frame, the same as, equals to, part, whole, 10 frame, half-full, half-empty, number bond, doubling, number facts, half, double, odds and evens.



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<p>What will be explicitly taught:</p>	<ul style="list-style-type: none"> • Finger puppet nursery rhymes • Modelling vocabulary for spatial words. • Comparing amounts during play. • Using language of number and position in daily routines. • Teach counting different objects and amounts. • Teach number names in order and 1: 1 correspondence. That the last number we say is the amount. • Subitising. • Count out from a larger group. • Playing jigsaws and puzzles, how we can move the shapes to fit. • Comparing size – using language of size and weight in everyday context. • Talk about repeating patterns we notice. • Language to describe lengths, mass and capacity. 	<ul style="list-style-type: none"> • Teach counting out from a larger group of objects to 5. • Modelling the last counted number is the total. • Teaching the wholeness of numbers to 5. • Model comparing numerals and different amounts to 5. • Counting to 10 • Number bonds to 5, 6, 7. • Teach doubling and halving • Teach number names, matching numerals to amounts. • Counting to 20. • Counting beyond 20 • Number bonds to 10. • Teach how to use rekenrek for counting, subitising and number bonds. • How to compare and describe length, mass and capacity. • Odd and even numbers.
<p>Provision:</p>	<ul style="list-style-type: none"> • Big building blocks, big duplo, cubes, little people, stones, sticks, leaves, steps, tyres- counting and repeating patterns. • Counting during routines such as counting chairs during tidy-up time, counting and putting the correct number of resources away. • Finger puppets or small world toys matching the nursery rhymes. • Puzzles and jigsaws – increasing in difficulty and size. • Updating visual timetable, now and next boards. • 2D shapes, 3D shapes, different shaped wooden blocks. 	<ul style="list-style-type: none"> • Visual timetable and now and next for routines. • Counting objects: little people, cubes, wooden counters, double-sided counters, tables, counting bears, dogs, eggs, children. • Sorting trays, plates and cups. • Number lines to 5, 10, and 20 • Numicons, unifix cubes, number block cubes. • Rekenrek • Number cards • 2D shapes and 3D shapes- interlocking 2D shapes. • Resources to measure such as 2-pan balances, rulers etc.