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| Fairholme Primary School**EYFS – Number** |
| **Children learn to recognise amounts, recall number facts and understand the composition of numbers** |
| Progression in LearningNursery to ELG | Provision | Books and Vocabulary |
| **Nursery** |
| * Recites numbers, uses random numbers in songs and games
* Subitises to 3
* Counts accurately to 5 in practical contexts
* Begins mathematical mark making
* Accurately counts 5 objects and recognises numerals to 5
 | Follow children’s interests so the use of numbers is in context Counting * Use counting in games - basketball, hop scotch, throwing beanbags, skittles
* Exercise – jumping jacks/ hopping bunnies 1,2,3,4,5
* Scoring games extension - basketball, hop scotch, throwing beanbags, skittles (first to get to five)
* Exercise extension- hop, skip, jump, (1-10) by rote
* Hopscotch
* What’s the time Mr. Wolf

Recognising numerals * Storage labelled with pictures and number -– 3 buckets, 4 spades; labelling with objects arranged so child can subitise
* Water play – find ducks with numbers 1,2,3,4,5
* Walking on painted number (snake/ train track) 1,2,3,4,5
* Find trike 1,2,3,4,5
* Make birthday cards with numbers meaningful to the children’s experiences
* Using significant numbers - birthday cards, own door number, telephone numbers in role play, number of their birthday

Modelling numerical language * Use numbers as part of everyday conversation - ‘How many do you want?’, ‘How many scoops of sand/water will fill your bucket?’
* Talk alongside children’s activities giving attention to amount -’You have a lot of bricks’, ‘Do you want some more flowers for your bunch – there are lots of buttercups over there.’
* Regular singing number songs extending the range of numbers overtime
* Adults to ensure that maths is ‘everywhere’ in Nursery – commenting on how many cups are on the table in the home corner, how many balls they have made with playdough, how many snails they notice in the mud, how many wellies are lying on the floor in a heap! Using and applying mathematical concepts and knowledge
* Daily number tasks – spray the plants five times, feed the fish at 3 o’ clock to support counting and number recognition
* Role play in shop using level appropriate prices – counting coins, produce and recognising numbers
* Begin to represent numbers by making marks/ writing some numerals
* Stock taking – items in shop, resources in creative area – what do we need more of, subitising
* In natural sculpture arranging seeds, beans, leaves, cones and noticing the same number of items can be arranged in different ways
* Resources labelled by picture and numbers – numbered bikes matched with parking spot, picture and numbered storage
* Discussion of increasing numbers of noteworthy events each day – chicks hatching, bean seeds germinating, answering the question ‘How many do we have today?’ Mark making the outcomes in strokes or pictures
* Noticing how many children are working in a particular area, how many children are left at home time, how many are girls/boys
* Discussions as to how many pieces of fruit/milk we can have each day/how many cartons of milk are left.
 | **Number rhymes -** 2 little dickie birds, 5 fat sausages, 5 little ducks, 5 little speckled frogs, Here is the beehive, 1,2 buckle my shoe, 5 cheeky monkeys jumping on the bed, 2 little men in a flying saucer, One potato, two potato, 1,2,3,4,5 once I caught a fish alive, Ten cheeky monkeys swimming in a tree, Ten fat sausages sizzling in the pan **Language of amount –** lots, few, how many? fewer, more, not enough, numbers in order |
| **Reception** |
| * Subitises beyond 3
* Matches numeral with number
* Counting beyond 10
* Begins to know some number bonds
* Automatic recall of some number bonds
 | * Move on counting and number recognition in context from 5, to 10 and beyond and back
* Regular singing number songs extending the range of numbers overtime
* Scoring games - basketball, hop scotch, throwing beanbags, skittles (first to get to ten, each success counts in 2s, counting skittles backwards to how many are left, winner has none left, recording scores on score board)
* Role play with money increasing prices as children’s skills develop, adding amounts, giving change, double prices, half price, discount penny off, put up prices by a penny – using number bonds to do this
* Doubling recipe amounts to make more, matching keys and locks which involve doubling and halving, doubling amounts using mirrors, Share treats/ resources/ fruit by halving
* Play subitising games – revealing numbers of objects and saying how many are there
* Notice patterns of numbers – on dice
* Show a number of fingers all at once at the call of a number, show it in different ways

**Enhanced Provision** White Rose Maths (daily sessions) Yearly, termly and further curriculum information available from the link below; <https://whiterosemaths.com/resources?year=early-years> White Rose provision is enhanced to ensure children have a secure understanding of number. | **One is a snail, Ten is a crab – A counting book by feet** April Pulley Sayre **Number rhymes (counting backwards) -** 10 little men in a flying saucer, 10 green bottles **Language of amount –** one fewer, one more, double, half, less, more, total, altogether, take away, add, reduce, increase |
| **Early Learning Goal (ELG)****Have a deep understanding of number to 10, including the composition of each number; subitise (recognise quantities without counting) up to 5; automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts**  |