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| Fairholme Primary School**EYFS – Numerical patterns** |
| **Children learn to count, compare amounts, notice patterns in numbers and how to share** |
| Progression in LearningNursery to ELG | Provision | Books and Vocabulary |
| **Nursery** |
| * Notices things that are the same and those that are different – precursor to pattern recognition
* Notices numerals which are the same – as their age, house number, phone number
* Notices number patterns in stories and songs – The Very Hungry Caterpillar
* Compares amounts using more and fewer
 | Follow children’s interests so the use of numbers is in context * regular singing number songs extending the range of numbers overtime • talk about numbers going up and down – hop scotch, in stories, in songs, hide and seek
* noticing numbers in stories – how many goats, dwarfs, green bottles/speckled frogs
* noticing numerals in the environment and those which match other numerals important to them
* practical discussions to notice number patterns in fruit groups – counting to see how many are in each fruit group, counting to see how many girls/boys are in a fruit group- are there more/fewer
* Adult led fast fingers – children use fingers to represent 0-5 in various ways – maybe need to move to number rather than here?
* Discussion and play around stories like the Gigantic Turnip – sharing, comparing quantities
* Practical discussions – how many children should be in the home corner? how can we solve the problem if there are too many. What can we do to share the playdough? 3 children would like to use it but one has taken all the dough.
 | **The Gigantic Turnip** Traditional Tale **One mole digging a hole** Julia Donaldson **Ten little rubber ducks** Eric Carle **Handa’s Surprise** Eileen Browne**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, 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** |
| * Recognises same number of objects / more / fewer
* Compares amounts – less, more, same as, up to ten
* Recognises composition, bonds of 2,3,4 and 5 in contexts
* Shares in context
 | * Provision always includes a drink and snack shop inside with prices and selection of coins matched to children’s current number knowledge
* 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
* Estimating how many objects, subitising then checking by counting – I think there are about eight bricks, that would be enough, then count to checking
* Share out cards/objects in games, bean bags to pop in hoop game
* Explore composition of numbers – 2,3,4 and 5

**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 and number patterns. | **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)****Verbally count beyond 20, recognising the pattern of the counting system; compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally** |