

Leighton Academy 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:	- Join in finger rhymes with numbers. - Build with a range of resources. - Climb and squeeze themselves into different types of spaces. - Notice patterns and arrange things in patterns. - Compare amounts, saying 'lots', 'more' or 'same'. - 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. - React to changes of amount in a group of up to three items - Complete inset puzzles. - Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.	- Counts up to 3 objects, saying number names. - Can subitise up to 3. - 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. - Understand position through words alone. - Starts to experiment their own numerical symbols and marks. - Beginning to show 'finger numbers' up to 5. - Talk about and explore 2D and 3D shapes - Selecting shapes appropriately for building 3D shapes. - Describes a familiar route. - Count and understands the total is the last number counted (5) - Solve real world maths problems, within 5. - Link numerals to cardinal value up to 5. - Experiment own numerical symbols and marks 1 to 5. - Comparing between objects relating to size, length, weight and capacity. - Combining and selecting shapes to make new ones. - Talk about and identify patterns around them. - Extending, correcting and creating ABAB patterns. - Describes a sequence of events using correct vocabulary.	<i>Following White Rose Maths scheme</i> - Subitising to 5. - Counting objects, actions and sounds. - Linking numerals to cardinal value up to 5. - Compare different quantities to 5 - Explores and understands 'one more and one less'. - Recognises, names and describe 2D shapes. - Create and extend repeating patterns. - Count objects from a larger group, up to 5. - To identify when two sets are equal or unequal and know that two equal groups are doubles. - Linking numerals to cardinal value up to 10. - Composition of numbers to 10. - Beginning to recite number bonds to 5 and 10. - Doubling numbers. - Exploring even and odds. - Compare length, weight and capacity. - Beginning to recognise and describe 3D shapes. - Count beyond ten. - Compare numbers beyond 10. - Select, rotate and manipulate shapes in order to develop spatial reasoning skills. - Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. - Create repeating patterns.
Key Vocabulary:	One, two, three, more, lots, count, big, small, same, different, long, short, tall, heavy, light, now, next, later, after		Zero, one, two, three, up to ten, count, how many, more, fewer, altogether, add, take away, before, after, next, first, last, circle, square, rectangle, triangle, corner, side, curved,

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	straight, front, behind, next, to, between, above, below, long short, tall, wide, heavy, light, full, empty, more than, less than, longer, shorter, heavier, lighter.		
What will be explicitly taught:	• Finger puppet nursery rhymes • Modelling vocabulary for spatial words. • Comparing amounts during play. • Counting fingers and counting steps. • Playing jigsaws and puzzles, how we can move the shapes to fit. • Comparing size – using language of size and weight in everyday context.	• Counting out from a larger group of objects. • Comparing more and fewer than • Subitising and orientation amounts up to 3. • Teach number names and the numerals. • Teach finger numbers to 5. • Teach nursery rhymes. • Teach counting different objects and amounts. • Teach repeating patterns.	• 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 ten frames for counting, subitising and numberbonds.
Provision:	• Big building blocks, big duplo, cubes, little people, stones, sticks, leaves, steps, tyres- counting and repeating patterns. • Limiting children in areas e.g. magic number four for water, playdough. • Counting chairs during tidy-up time, counting and putting the correct amount of resources away. • Finger puppets or small world toys matching the nursery rhymes. • Puzzles and jigsaws – upleved difficulties and size. • Updating visual timetable, now and next boards (SEND) • 2D shapes, 3D shapes, different shaped wooden blocks.		• Visual timetable and now and next for routine. • 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. • 5 and ten frames • Number cards • 2D shapes and 3D shapes- interlocking 2D shapes.