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| --- | --- | --- | --- | --- | --- | --- | --- |
| **EYFS**  **Term** | Key: Number (Rhythm, sequencing and pattern) colour, shape and space size and measure | | | | | | |
| 1 | 2 | | 3 | 4 | 5 | 6 |
| Maths across the curriculum- Examples: exchanging pretend money at snack time, cooking, mud kitchen- filling and emptying, role play kitchen, post office, shop, garden centre etc. | | | | | | | |
| **EYFS** | Encountering finger and hand rhymes/ Rhythm and movement  (Communication and interaction)  Colour exploration  (Sensory play) | Number songs and rhymes  (Communication and interaction)  Filling and emptying  (Exploration skills) | Object permanence-Encounter objects being hidden or taken away).  (Investigation)  Early spatial awareness-Combining and rotating shapes  (Investigation and trial and error) | | Shared attention activities e.g. container play/ mirror songs  (Communication and interaction)  Exploring toys  (Cause and effect) | Songs and rhymes (counting backward) E.G. exchanging in role play, songs  (Communication and interaction)  Spatial awareness- Encounter putting shapes together  (Investigation and trial and error) | Sensory Numicon play/exploring large Numicon shapes  (Investigation)  Problem solving through investigation  (Cause and effect) |
| *Topics* | *Planned around the children’s interest* | | | | | | |
| ***See EYFS Guided curriculum for further progression in numeracy throughout Nursey/ Reception*** | | | | | | | |

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| **KS3**  **Term** | Key: Number and amounts colour, pattern, shape and space size and measure | | | | | |
| Plan in weekly Life skills/ functional maths activities-Board games, out and about-shopping for snack time, visit to the post office, planning and cooking a meal, money activities e.g., understanding time- sequencing daily activities, using patterns to design and make. | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 |
| **KS3** | Active maths  (Movement and interaction)  Drawing shapes through sensory play  (Being creative) | Number stories (1-3)  (Communication and interaction)  Exploring big and small- Does it fit?  (Investigation and trial and error) | Exploring amounts using manipulatives e.g. more/less  (Investigation)  Colour and pattern- natural colours, print and pattern  (Sequencing and pattern) | Rhythms, chants and songs  (Communication and interaction)  What’s different? –finding the odd one out  (Investigation) | Exploring quantities using VOCAS and communication grids e.g. more/less  (Communication and interaction)  Where do the shapes go? -rotating and arranging  (Trial and error) | Numicon arrangement  (Investigation)  Exploring size and measure through investigation e.g. too much/ not enough  (Investigation) |
| **See ‘KS3 Guided curriculum’ for further progression in numeracy throughout the Key stage** | | | | | | |