

Mathematics



Year	Milestones (Children at the expected level of development will)	Content
Nursery 0 Little Chicks	<p>Play with shapes and spaces, constructing and modelling looking at flat and curved shapes.</p> <p>Experience counting in daily routines and activities "1,2,3,4! 4 cups of milk."</p> <p>Play with measures in water and sand (full, heavy, empty), with ribbons (long, short) and with stacking blocks (which is bigger?)</p>	<p>Maths happens all around us! Spotting opportunities to build on knowledge, skills and vocabulary is the key to success in EYFS.</p> <p>We count out loud in our daily routines, we talk about the days and months, do count-downs, have resources and tables of different shapes.</p> <p>In our continuous provision, shape, space and measures is prominent in the sand and water, the playdough, sensory trays, and construction activities. We use number to support tidying up and play activities e.g. "4 children on the clamber stack!"</p> <p>We display our mathematical learning on working walls for the children to reference when they need a reminder to support their long term memory.</p> <p>As a school, we have developed our own mathematics curriculum which has 6 strands. Cardinality and counting, comparison, composition, pattern, shape and space and measures. Each strand is repeated half termly to enable learning and development by revisiting and building on prior learning.</p> <p>The children enjoy dice games, matching games, number songs, interactive games and Number Blocks to support their learn-</p>
Nursery 1 Little Chicks	<p>Take part in mathematical finger rhymes, noticing when 1 has been added or taken away. Compare amounts using words like "lots", "more" and "the same". Know about counting, moving 1 finger along as I say numbers (not always accurately). Complete a simple inset puzzle. Play with shapes and spaces. Compare sizes "That's bigger!" "That's not heavy!" Notice patterns on fabrics or paper e.g. squares or dots.</p>	
Nursery 2 Little Owls	<p>Have fast recognition of numbers to 3. Recite numbers past 5 and count objects to 5. Know that the last number said is the total. Show finger numbers to 5 and link numerals to amounts to 5. Compare quantities and solve real life maths puzzles. Experiment with mathematical symbols and marks. Say what can be seen in a group of objects e.g. "There's 2 and 2 more!"</p> <p>Talk about patterns in the environment and create and extend ABAB patterns. Spot errors in patterns. Describe a sequence of events using words such as "first", "next". Use shapes appropriately and use position words accurately. Make comparisons of objects relating to size, length, weight and capacity.</p>	
Reception ELG	<p>Number:</p> <p>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.</p> <p>Numerical Patterns:</p> <p>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</p>	