

## Maths

Typical Development for:	Relevant area of learning	Development Matter statements
<b>Mathematical Vocabulary</b>		
Three and Four-Year-Olds	Communication and Language	<ul style="list-style-type: none"> <li>Use a wider range of vocabulary.</li> <li>Understand 'why' questions, like: "why do you think the caterpillar is so fat?"</li> </ul>
Reception	Communication and Language	<ul style="list-style-type: none"> <li>Learn new vocabulary.</li> <li>Use new vocabulary throughout the day.</li> </ul>
ELG	Communication and Language	Speaking
		<ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> </ul>

<b>Number and Place Value</b>		
<b>Counting</b>		
Three and Four-Year-Olds	Mathematics	<ul style="list-style-type: none"> <li>Recite numbers past 5.</li> <li>Say one number name for each item in order: 1, 2, 3, 4, 5.</li> <li>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> </ul>
Reception	Mathematics	<ul style="list-style-type: none"> <li>Count objects, actions and sounds.</li> <li>Count beyond ten.</li> </ul>
<b>Identifying, Representing and Estimating Numbers</b>		
Three and Four-Year-Olds	Mathematics	<ul style="list-style-type: none"> <li>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>Show 'finger numbers' up to 5.</li> <li>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>Experiment with their own symbols and marks as well as numerals.</li> </ul>
Reception	Mathematics	<ul style="list-style-type: none"> <li>Subitise.</li> <li>Link the number symbol (numeral) with its cardinal number value.</li> </ul>
<b>Reading and Writing Numbers</b>		

Three and Four-Year-Olds	Mathematics	<ul style="list-style-type: none"> <li>• Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>• Experiment with their own symbols and marks as well as numerals.</li> </ul>
Reception	Mathematics	<ul style="list-style-type: none"> <li>• Link the number symbol (numeral) with its cardinal number value.</li> </ul>
<b>Compare and Order Numbers</b>		
Three and Four-Year-Olds	Mathematics	<ul style="list-style-type: none"> <li>• Compare quantities using language: 'more than', 'fewer than'.</li> </ul>
Reception	Mathematics	<ul style="list-style-type: none"> <li>• Compare numbers.</li> </ul>
<b>Understanding Place Value</b>		
Reception	Mathematics	<ul style="list-style-type: none"> <li>• Understand the 'one more than/one less than' relationship between consecutive numbers.</li> <li>• Explore the composition of numbers to 10.</li> </ul>
<b>Solve Problems</b>		
Three and Four-Year-Olds	Mathematics	<ul style="list-style-type: none"> <li>• Solve real world mathematical problems with numbers up to 5.</li> </ul>

<b>Addition and Subtraction</b>		
<b>Mental Calculations</b>		
Reception	Mathematics	<ul style="list-style-type: none"> <li>• Automatically recall number bonds for numbers 0-5 and some to 10.</li> </ul>

**ELGs:**

ELG	Mathematics	Number	<ul style="list-style-type: none"> <li>• Have a deep understanding of numbers to 10, including the composition of each number.</li> <li>• Subitise (recognising quantities without counting) up to 5.</li> <li>• 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.</li> </ul>
-----	-------------	--------	--

ELG	Mathematics	Numerical Patterns	<ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed evenly.</li> </ul>
-----	-------------	--------------------	---

Measurement		
Describe, Measure, Compare and Solve (All Strands)		
Three and Four-Year-Olds	Mathematics	<ul style="list-style-type: none"> <li>Make comparisons between objects relating to size, length, weight and capacity.</li> </ul>
Reception	Mathematics	<ul style="list-style-type: none"> <li>Compare length, weight and capacity.</li> </ul>
Telling the Time		
Three and Four-Year-Olds	Mathematics	<ul style="list-style-type: none"> <li>Begin to describe a sequence of events, real or fictional, using words, such as 'first', 'then...'</li> </ul>

Position and Direction		
Position, Direction and Movement		
<ul style="list-style-type: none"> <li>Three and Four-Year-Olds</li> </ul>	Mathematics	<ul style="list-style-type: none"> <li>Understand position through words alone – for example, "The bag is under the table," – with no pointing.</li> <li>Describe a familiar route.</li> <li>Discuss routes and locations, using words like 'in front of' and 'behind'.</li> </ul>
<ul style="list-style-type: none"> <li>Reception</li> </ul>	Understanding the World	<ul style="list-style-type: none"> <li>Draw information from a simple map.</li> </ul>
Patterns		

• Three and Four-Year-Olds	Mathematics	<ul style="list-style-type: none"> <li>• Talk about and identify the patterns around them. For example, stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.</li> <li>• Extend and create ABAB patterns – stick, leaf, stick, leaf.</li> <li>• Notice and correct an error in a repeating pattern.</li> </ul>
• Reception	Mathematics	<ul style="list-style-type: none"> <li>• Continue, copy and create repeating patterns.</li> </ul>

Statistics		
Record, Present and Interpret Data		
Three and Four-Year-Olds	Mathematics	<ul style="list-style-type: none"> <li>• Experiment with their own symbols and marks, as well as numerals.</li> </ul>

At Skyswood Primary and Nursery School, children in Reception acquire skills and concepts in maths mastery by following the learning schemes outlined in the White Rose Maths framework for Early Years. Topic coverage is as follows:

Autumn term	Spring term	Summer term
Match and sort Compare amounts Representing, comparing and composition of 1, 2 and 3 Representing numbers to 5 One more and less Compare size, mass and capacity Exploring pattern Circles and triangles Positional language Shapes with 4 sides Time: Sequencing	Introducing zero Comparing numbers to 5 Composition of 4 and 5 Representing, comparing and composition of 6, 7 and 8 Combing two amounts Making pairs Length and height Time: Days of the Week 3D shape Patterns	Building numbers beyond 10 Counting patterns beyond 10 Adding more Taking away Doubling Sharing and grouping Even and odd Patterns and relationships Spatial reasoning <ul style="list-style-type: none"> <li>- Match, rotate and manipulate</li> <li>- Compose and decompose</li> <li>- Visualise and Build</li> </ul> Mapping

### Nursery Long term plan:

Curriculum planning is based upon the Development Matter document 2020; it does not follow a scheme.

<b>Autumn term</b>		<b>Spring term</b>		<b>Summer term</b>	
Count reliably using 1:1 correspondence Recites numbers Link numerals and amounts up to 5	Introduce 2D shapes Properties of 2D shapes Count reliably using 1:1 correspondence Recites numbers	Introduce size, length, weight and capacity	Describes a familiar route Positional language Patterns	Explore recording numbers and simple mathematical sentences Solving real world numerical problems Introducing 3D shapes	Consolidation of topics Counting and introducing number – new starters
Number of the week Shape of the week Counting using fingers and recognising numbers of fingers held up daily					