

WRENBURY PRIMARY SCHOOL EYFS – Mathematics						
	N1 Autumn	N1 Spring	N1 Summer	N2 Autumn	N2 Spring	N2 Summer
Number	<p>Compare amounts, saying 'lots', 'more', or 'same'.</p> <p>Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</p> <p>Count in everyday contexts, sometimes skipping numbers – '1-2-3-5'.</p>			<p>Fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Recite numbers past 5.</p> <p>Say one number for each item in order: 1, 2, 3, 4, 5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Show 'finger numbers' up to 5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p>		

	<p>Provide opportunities for counting-like behaviour within the continuous provision.</p> <p>Adult to model counting in different everyday context, for example when lining up to go outside, counting how many children are in, counting how many cups are needed at snack time etc.</p> <p>Count down from 10 to 0 when asking children to sit on carpet or complete tidying up.</p> <p>Sing number rhymes '1,2,3,4,5, once I caught' and '1 potato, 2 potato ..'</p> <p>Count the children, count the number of cushions on the carpet, count how many are in today.</p> <p>Encourage number names to be used in play, such as answering the phone saying 'I'm going to be 5 minutes late for my appointment' and 'can I have 4 carrots today please?'</p>	<p>Offer repeated experiences with the counting sequence in meaningful and varied contexts, outside and indoors. Suggestions: count fingers and toes, stairs, toys, food items, sounds and actions. Children to show an awareness that the amount changes if you add objects. Model simple language such a 'more' when engaged in an activity and using Makaton 'more' to support learning, Create different amounts of playdough, snack, craft materials, pens etc and ask children which has more? Which has the most? Which doesn't have the most? Who has the most?"</p>	<p>Help children to match their counting words with objects. Suggestions: move a piece of apple to one side once they have counted it.</p> <p>Use objects in the provision to model counting and moving objects as you count, for example shells in the sand tray, food in the role play kitchen, blocks when building.</p> <p>Children will count objects when an adult moves the objects away, teacher to model counting and children to copy number names.</p> <p>Create different amounts of playdough, snack etc and ask children who has more or is it the same? Is it fair? Can we make it the same? Let's count.</p>	<p>Point to small groups of two or three objects: "Look, there are two!"</p> <p>Occasionally ask children how many there are in a small set of two or three. Regularly say the counting sequence, in a variety of playful contexts, inside and outdoors, forwards and backwards, sometimes going to high numbers. For example: hide and seek, rocket-launch countdowns.</p> <p>Count things and then repeat the last number. For example: "1, 2, 3 – 3 cars".</p> <p>Point out the number of things whenever possible; so, rather than just 'chairs', 'apples' or 'children', say 'two chairs', 'three apples', 'four children'.</p> <p>Children will be able to recite numbers up to 5 independently.</p> <p>Children will be able to recite number to 10, using a number rhyme if needed.</p>	<p>Ask children to get you a number of things, and emphasise the total number in your conversation with the child. Use small numbers to manage the learning environment. Suggestions: have a pot labelled '5 pencils' or a crate for '3 trucks'. Draw children's attention to these throughout the session and especially at tidy-up time: "How many pencils should be in this pot?" or "How many have we got?" etc.</p> <p>Children will be able to show finger numbers up to 5.</p> <p>Children will be able to use 1:1 correspondence when counting up to 5 objects.</p> <p>Children to subitise 1-5 and recognise numeral.</p> <p>Children will be able to recite numbers in order to at least 10.</p>	<p>Encourage children in their own ways of recording (for example) how many balls they managed to throw through the hoop. Provide numerals nearby for reference. Suggestions: wooden numerals in a basket or a number track on the fence. Discuss mathematical ideas throughout the day, inside and outdoors.</p> <p>Suggestions: - "I think Adam has got more crackers..." - support children to solve problems using fingers, objects and marks: "There are four of you, but there aren't enough chairs..." - draw children's attention to differences and changes in amounts, such as those in stories like 'The Enormous Turnip'</p> <p>Children will be able to recognise numerals 1-10 and match the corresponding number of objects.</p> <p>Children will be able to identify which group of objects has 'more' or 'fewer'.</p>
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<p>Mathematical Patterns and Skills</p>	<p>Notice patterns and arrange things in patterns. Compare sizes, weights, etc. using gesture and language – ‘bigger/little/smaller’, ‘high/low’, ‘tall’, heavy’. Climb and squeezing selves into different types of spaces. Build with a range of resources. Complete inset puzzles.</p>	<p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’, ‘straight’, ‘flat’, ‘round’. Understand position through words alone – for example, “The bag is under the table”, - with no pointing. Describe a familiar route. Discuss routes and locations, using words like ‘in front of’ and ‘behind’. Make comparisons between objects relating to size, length, weight and capacity. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones – an arch, a bigger triangle, etc. Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blob’, etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeated pattern. Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’</p>
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