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| Mathematics | | | | | | | |
| Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers.  By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes | | | | | | | |
| Nursery | Colours  Sorting  Patterns | | Size  Counting  Comparing | Number 1  Number 2  Number 3 | Number 4  Number 5  Counting to 5 | Shapes  My day  Short, Long and Tall – comparing length | Weight  Capacity  Positional Language |
| Nursery Curriculum goals | | Know how to solve everyday problems in their play  Use mathematical language and begin to count. | | | | | |
| Reception | *Getting to know*  *You*  *Just like me*  Match and sort  Making comparisons  (Compare  amounts  Compare size,  mass and  capacity)  Exploring Pattern  (Make simple  patterns) | | *It’s me 1, 2, 3!*  Representing 1, 2,  3  Comparing 1, 2, 3  Composition of 1,  2, 3  Geometry and  spatial thinking  (Circles and  triangles  Spatial awareness)  *Light and dark*  Numbers to 5  (Four and Five  One more and  one less) | *Alive in 5!*  Introducing zero  Comparing  numbers to 5  Composition of 4  and 5  Compare mass  Compare capacity  *Growing 6, 7, 8*  6, 7 and 8  Making pairs  Combining 2  groups  Length and height  Time | *Building 9 and 10*  9 and 10  Comparing  numbers to 10  Bonds to 10  3D shape  Pattern  *Consolidation* | *To 20 and beyond*  Building numbers  beyond 10  Counting patterns  beyond 10  Spatial reasoning  *First, then, now*  Adding more  Taking away  Spatial reasoning | *Find my pattern*  Doubling  Sharing and  grouping  Even and odd  Spatial reasoning  *On the move*  Deepening  understanding  Patterns and  relationships  Spatial reasoning |
| Reception Curriculum goals | | Understand in depth numbers to 10, including number bonds  Recognise the pattern of the counting system.  Compare quantities in different contexts. | | | | | |