

Delves Lane Primary School Early Years Curriculum

Mathematics

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
On entry	At DLPS children generally join us with no counting like behaviour but may be beginning to use words like more at snack time for example. They are beginning to climb and are usually at the stage of lining things up, building things and knocking them down.					
Observational check points	Can children name/identify(point) to colours? Are children using any mathematical language e.g more, big?					
2 Year Olds						
<u>Number</u>	Children are developing counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.	Children can count in everyday contexts, sometimes skipping numbers – ‘1-2-3-5’.	Children will take part in finger rhymes with numbers.	Children will react to changes of amount in a group of up to three items.	Children can compare amounts, saying ‘lots’, ‘more’ or ‘same’.	
<u>Numerical Patterns</u>	Children combine objects like stacking blocks and cups. Put objects inside others and take them out again. Children can name and sort items by colours	Children can complete inset puzzles.	Children will build with a range of resources.	Children notice patterns and arrange things in patterns.	Children can climb and squeeze themselves into different types of spaces.	Children compare sizes, weights etc. using gesture and language - ‘bigger/little/smaller’, ‘high/low’, ‘tall’, ‘heavy’.
On exit	When leaving our 2’s to join Nursery our children can count to 3 and are developing understanding and language of more and the same when comparing quantities. They can stack blocks to build towers and knock them over to build again. They can match inset puzzles and enjoy taking part in finger rhymes with numbers. Children will be able to name and identify colours. They can name a start shape and a heart.					
Observational check points	Can children build towers of more than 4 bricks/blocks? Are children starting to sort things by shape or colour? Can children use/understand the terms big and small? Are children starting to use counting like behaviour to 3?					
Nursery						

<p><u>Number</u></p>	<p>Children show 'finger numbers' up to 5.</p> <p>Children can recite numbers past 5.</p> <p>Children can compare quantities using language: 'more than', 'fewer than'.</p>	<p>Children are developing fast recognition of up to 3 objects, without having to count them individually ('subitising').</p>	<p>Children 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>Children will experiment with their own symbols and marks as well as numerals.</p>	<p>Children can say one number for each item in order: 1,2,3,4,5.</p> <p>Children will compare quantities using language: 'more than', 'fewer than'.</p>	<p>Children can solve real world mathematical problems with numbers up to 5.</p>	<p>Children will link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p>
<p><u>Numerical Patterns</u></p>	<p>Children can make comparisons between objects relating to size.</p> <p>Children will talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</p>	<p>Children can make comparisons between objects relating to length.</p> <p>Children can extend and create ABAB patterns – stick, leaf, stick, leaf.</p>	<p>Children can select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p>	<p>Children will make comparisons between objects relating to weight and capacity.</p> <p>Children will notice and correct an error in a repeating pattern.</p>	<p>Children understand position through words alone – for example, "The bag is under the table," – with no pointing.</p> <p>Children can discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Children can describe a familiar route.</p> <p>Children can 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'.</p>	<p>Children can begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p> <p>Children can combine shapes to make new ones – an arch, a bigger triangle etc.</p>

On exit	When leaving Nursery it is our goal that children can count confidently beyond 5 with the majority of the cohort being able to count to 10 and beyond. Children will be able to match objects and actions to numerals to 5. Children will be able to name 2D shapes – square, circle, rectangle, triangle, heart and star and will be able to count the sides. They will know the 3D shape cone and cube. Children will be able to use different words to describe big and small items such as enormous or tiny and will have developed a good understanding of size. Children will have an understanding of capacity using words like full and empty, likewise they will understand the terms heavy and light when discussing the weight of objects. Children will be able to create and continue a simple repeating pattern using objects e.g stick, stone, stick, stone. Children will be developing their positional language and understanding and will be able to describe if an item is under or on top and will understand the terms next to, in front and behind.					
Observational check points	Can children subitise to 3? Can children count in correspondence to 5? Can children rote count beyond 5? Can children compare quantities, size, length, weight and capacity? Can children talk about 2D and 3D shapes? Can children use positional language? Can children select shapes appropriately? Can children create a repeating pattern?					
Reception						
Number	Children can count objects, actions and sounds. Children can count beyond ten.	Children can subitise. Children can link the number symbol (numeral) with its cardinal number value.	Children can compare numbers. Children understand the 'one more than/one less than' relationship between consecutive numbers.	Children can explore the composition of numbers to 10.	Children can automatically recall number bonds for numbers 0–5 and some to 10.	
Numerical Patterns	Children can select, rotate and manipulate shapes to develop spatial reasoning skills.	Children can compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.	Children can continue, copy and create repeating patterns.		Children can compare length, weight and capacity.	
On exit	It is our intention that children will leave Reception to enter KS1 with the ability to count to 20 recognising and forming numerals 0-10. Children can discuss quantities using the terms more and less and knows the number that is one more or one less than a given numeral to 10. Children will be able to sing songs to remember and recall number bonds to 5 and in some cases to 10. Children can name 3D shapes and can talk about many 2D and 3D shapes and their properties. Children will be confident creating and continuing repeating patterns. Children can compare objects by length, weight and capacity using mathematical language. Children are able to share out a quantity of objects to be the same/equal and can state if it is a quantity which is odd or even.					
Early Learning Goals						
Number	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.					

Numerical Patterns	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 within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
-------------------------------	--