



N0,N1 and N2 Maths Long Term Planning:

EYFS (Preschool)	What Will I be Learning to do?
Two Year Old Provision	<p>Goldilocks Mathematical Skills:</p> <ul style="list-style-type: none"> • To be able to ... Take part in finger rhymes with numbers. • To be able to ... Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. • To be able to... React to changes of amount in a group of up to three items. • Count in everyday contexts, sometimes skipping numbers – ‘1-2-3-5’. • Compare amounts, saying ‘lots’, ‘more’ or ‘same’.
	<p>*Number Knowledge</p> <p>Children from birth to three will be learning to; Combine objects like stacking blocks and cups. Put objects inside others and take them out again. Take part in finger rhymes with numbers. Compare amounts, saying ‘lots’, ‘more’ or ‘same’. Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. Count in everyday contexts, sometimes skipping numbers – ‘1-2-3-5’. React to changes of amount in a group of up to three items.</p> <p>*Shape, Space & Measure Knowledge</p> <p>Children from birth to three will be learning to; Climb and squeeze themselves into different types of spaces. Build with a range of resources. Complete inset puzzles. Compare sizes, weights etc. using gestures and language - ‘bigger/little/smaller’, ‘high/low’, ‘tall’, ‘heavy’. Notice patterns and arrange things in patterns.</p> <p>*Taken from Development Matters. Each school will explore different topics throughout the school year at a time that suits their cohorts needs and interests.</p> <p>Vocabulary: Number: Numerals 1,2,3,4,5 lots, big, small, one, two, all gone, same, count,</p> <p>Shape, Space and Measure: big, small, long, short, tall, short, heavy, light, in, on, under, next to, round, square, triangle, Same, different, colour, shape, big, small, clap, tap, round, square</p>



<p>Nursery</p>	<p>Nursery Mathematical Skills:</p> <ul style="list-style-type: none"> • Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: 'more than', 'fewer than'.
	<p>*Number Knowledge</p> <p>3 and 4-year-olds will be learning to: Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'.</p> <p>*Shape, Space & Measure Knowledge</p> <p>3 and 4-year-olds will be learning to: 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 identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p> <p>*Taken from Development Matters. Each school will explore different topics throughout the school year at a time that suits their cohorts needs and interests.</p> <p>Vocabulary: <u>Number:</u> Numerals 1,2,3,4,5,6,7,8,9,10, More, less, same, Count, number, more, less, same, how many, lots, few, add, take away,</p> <p><u>Shape, Space and Measure:</u> Circle, square, triangle, rectangle, cube, sphere, tall, short, long, heavy, light, full, empty, above, below, Repeat, next, same, different, sequence, colour, shape, big, small, first, then</p>