

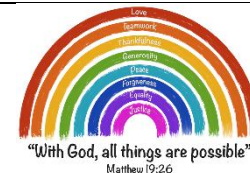


Westleigh Methodist Primary School

Nursery Mathematics LTP Progression of Skills and Knowledge

With God, all things are possible – Matthew 19:26

Love Teamwork Thankfulness Generosity Peace Forgiveness Equality Justice



Statutory Guidance from the EYFS Framework for 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.

Master the Curriculum Overview	Week 1	Week2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Colour Red Blue yellow	Colour Green Purple Mix of colours	Match Buttons & colours Towers shoes	Match Number shapes Patterns Handprints size	Sort Colour Size shape	Sort What do you notice? Guess the rule Guess the rule	Number 1 Subitising Counting Numeral	Number 2 Subitising dice pattern random pattern different sizes	Number 2 Counting Numeral Numeral	Pattern Extend AB patterns colour outdoor Movement	Fix my pattern Extend ABC patterns Colour Outdoor	Consolidation Activities Winter Activity week
Spring	Number 3 Subitising Subitising Subitising	Number 3 3 Little pigs 1:1 counting Numerals/ Triangles	Number 4 1:1 counting Numerals/ squares/ rectangles	Number 4 Composition of 4 Composition of 4 Composition of 4	Number 5 1:1 counting Numerals Pentagon	Number 5 Composition of 5 Composition of 5 Composition of 5	Consolidate 1-5	Number 6 Introduce 10 frame	Height & Length Tall & short Long & short Tall/long & short	Mass Relate to books 3 little pigs/ Goldilocks	Capacity	Consolidation
Summer	More than Fewer than	One more	One less	Shape- 2D Revisit pattern from Autumn	Shape- 3D Revisit patter from Autumn	Consolidation More than/ fewer One more and one less	Number composition 1-5 revision	Night & Day Order of events in their day What happens day/ night	Positional Language	Positional Language	Consolidation Activity weeks	

Number and Numerical Patterns	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Intent	To recognise, name and match colours. To begin to show an interest in counting aloud verbally to 5. To be able to 'give 1' when asked.	To be able to verbally count to 5 with developing accuracy. To develop an understanding of '2' e.g. giving 2 items or noticing 2 in the environment.	To begin to be able to verbally count to 10 with developing accuracy. To develop an understanding of '3' e.g. giving 3 items or noticing 3 in the environment.	To verbally count to 10 with developing accuracy. To develop an understanding of '4, 5 & 6' To compare quantities that are significantly more and less visually without counting them.	To accurately count to 10. To develop an understanding of '5' e.g. giving 5 items or noticing 5 in the environment. To play simple dice and track games developing Subitising skills.	To begin to understand that 5 can be shown in different ways To begin to subitise to 5. To count to 10 and beyond To begin to compare quantities that are significantly more than and less/ fewer than visually without counting them.
Vocabulary	Count, number, one, colour, colour names, number songs.	Count, number, one, two, number songs.	Count, number, one, two, three, number songs, more, less.	Count, number, one, two, three, four, number songs, more, less.	Count, number, one, two, three, four, five, number songs, dice, die, track, counting on, subitise, without counting	Count, number, one, two, three, four, five, number songs, dice, die, track, counting on, subitise, without counting, number bonds, different.
Implementation	<ul style="list-style-type: none"> Adults providing colour matching activities and modelling naming colours. Adults to model counting out during various activities and daily routines. Adults to ask children for one of something and support children who are still learning to do this. 	<ul style="list-style-type: none"> Adults to model counting out during various activities and daily routines Adults to ask children for two of something and support children who are still learning to do this. 	<ul style="list-style-type: none"> Adults to model counting out during various activities and daily routines. Adults to ask children for three of something and support children who are still learning to do this. 	<ul style="list-style-type: none"> Adults to model counting out during various activities and daily routines Adults to ask children for four of something and support children who are still learning to do this Activities based on more than and fewer than. 	<ul style="list-style-type: none"> Adults to model counting out during various activities and daily routines Adults to ask children for five of something and support children who are still learning to do this Dice and track guided activities and within the nursery provision. 	<ul style="list-style-type: none"> Children showing 5 on their fingers in different ways e.g. how many fingers are up and how many are down, children Subitising using dice, numicon or dot cards Children counting to 10 and beyond during games, in adult guided groups or independently in play.

Shape, Space and Measure	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Intent	To begin to understand what a pattern is and follow a 2 part simple pattern. To begin to describe and name some simple shapes – circle, square, triangle.	To begin to describe the height and size of something using the terms 'tall' or 'short' and 'big' or 'small'.	To describe weight using 'heavy, light. To copy or create a 2 part pattern. To understand and use a range of prepositional language.	To use the terms 'long' and 'short' when describing height and size. To understand and follow the instructions 'forwards' and 'backwards'.	To be able to play with shapes and begin to make pictures with these. To build a simple jigsaw.	To use positional language 'in', 'out', 'on'. To find shapes in the environment. To use 3D shapes to build models.
Vocabulary	Pattern, repeat, colour names, follow, copy, name, describe, shape, shape names, circle, square, triangle.	Compare, big, small, tall, short, different.	Heavy, light, weight, heavier, lighter, pattern, colour, repeat, up, down, under, on top, near, next to, across	Long, short, describe, compare, height, size, forwards, backwards.	Shape, 2D shape names, together, new shape, pictures and images, jigsaw, missing, turn, tessellate.	In, out, on, shape, shape names, 3d shape, shape names, build, model, flat surface, smooth surface, curved surface.
Implementation	<ul style="list-style-type: none"> Adults explaining what a pattern is and the rules of a repeating pattern Patterns in provision and activities Shapes for children to play with and use. 	<ul style="list-style-type: none"> Adults modelling the use of vocabulary Children completing activities based on height and size comparison. 	<ul style="list-style-type: none"> Children taking part in weight exploration tasks Children completing pattern tasks in guided activities Adults modelling prepositional language and supporting children to use these terms too. 	<ul style="list-style-type: none"> Adults modelling the use of language Modelling forwards and backwards Playing games involving the skill. 	<ul style="list-style-type: none"> Children to have access to shapes to play with and build pictures with Children to have access to puzzles to complete. 	<ul style="list-style-type: none"> Adults modelling the use of positional language. 3D Shapes available in provision for children to build with – adults modelling this and modelling the use of curved shapes Vs flat shapes.

The Reception expectations in Maths for reference. Where are children going?	<p>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.</p> <p>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.</p>
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