

BUNBURY ALDERSEY CE PRIMARY AND NURSERY SCHOOL

EYFS - Mathematics



	Rising 3's Autumn	Rising 3's Spring	Rising 3's Summer	3-4 Years Autumn	3-4 Years Spring	3-4 Years 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>		
	<ul style="list-style-type: none"> Provide opportunities for counting-like behaviour within the continuous provision. 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. Count down from 10 to 0 when asking children to sit on carpet or complete tidying up. <ul style="list-style-type: none"> Sing number rhymes '1,2,3,4,5, once I caught' and '1 potato, 2 potato ..' Count the children, count the number of cushions on the carpet, count how many are in today. 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?' 	<ul style="list-style-type: none"> Offer repeated experiences with the counting sequence in meaningful and varied contexts, outside and indoors. <p>Suggestions: count fingers and toes, stairs, toys, food items, sounds and actions.</p> Children to show an awareness that the amount changes if you add objects. Model simple language such as 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? 	<ul style="list-style-type: none"> Help children to match their counting words with objects. <p>Suggestions: move a piece of apple to one side once they have counted it.</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. Children will count objects when an adult moves the objects away, teacher to model counting and children to copy number names. 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. 	<ul style="list-style-type: none"> Point to small groups of two or three objects: "Look, there are two!" 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. Count things and then repeat the last number. For example: "1, 2, 3 - 3 cars". Point out the number of things whenever possible; so, rather than just 'chairs', 'apples' or 'children', say 'two chairs', 'three apples', 'four children'. Children will be able to recite numbers up to 5 independently. Children will be able to recite number to 10, using a number rhyme if needed. 	<ul style="list-style-type: none"> 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. Children will be able to show finger numbers up to 5. Children will be able to use 1:1 correspondence when counting up to 5 objects. Children to subitise 1-5 and recognise numeral. Children will be able to recite numbers in order to at least 10. 	<ul style="list-style-type: none"> 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. 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' Children will be able to recognise numerals 1-10 and match the corresponding number of objects. Children will be able to identify which group of objects has 'more' or 'fewer'.

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.

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...'

- Provide equipment and obstacles course for the children to explore in child initiated play.
- Describe children's climbing, tunnelling and hiding using spatial words like 'on top of', 'up', 'down' and 'through'. Provide blocks and boxes to play freely with and build with, indoors and outside.
- Have some simple 2, 3 and 4 piece puzzles to complete and fit together.
- Sort objects, noticing the patterns and encourage an explanation 'all the big ones' or 'the yellow ones go here.'

- Provide inset puzzles and jigsaws at different levels of difficulty.
- Use the language of size and weight in everyday contexts. Provide objects with marked differences in size to play freely with. Suggestions: dolls and adult chairs, tiny and big bears, shoes, cups and bowls, blocks and containers.
- Children use fine motor control to complete simple inset puzzles independently.
- Challenge children to build the tallest, smallest, widest tower. Can you put this block on top of this one? Why not? Set scenarios like trying to balance a cuboid on top of a sphere.

- Provide patterned material - gingham, polka dots, stripes etc. - and small objects to arrange in patterns. Use words like 'repeated' and 'the same' over and over.
- Craft activities to create simple repeated patterns
- Children to be able to identify a simple pattern and use simple language to talk about what they see.
- Compare sizes and weights when building and ordering. Model and encourage language such as 'bigger, little, higher, heavy'.

- Encourage children to play freely with blocks, shapes, shape puzzles and shape-sorters. Sensitive support and discuss questions like: "What is the same and what is different?"
- Encourage children to talk informally about shape properties using words like 'sharp corner', 'pointy' or 'curvy'. Talk about shapes as you play with them: "We need a piece with a straight edge."
- Occasionally suggest challenges, so that children build increasingly more complex constructions. Use tidy-up time to match blocks to silhouettes or fit things in containers, describing and naming shapes. Suggestion: "Where does this triangular one /cylinder /cuboid go?"
- Provide patterns from different cultures, such as fabrics. Provide a range of natural and everyday objects and materials, as well as blocks and shapes, for children to play with freely and to make patterns with. When appropriate, encourage children to continue patterns and spot mistakes. Engage children in following and inventing movement and music

- Discuss position in real contexts. Suggestions: how to shift the leaves off a path, or sweep water away down the drain.
- Use spatial words in play, including 'in', 'on', 'under', 'up', 'down', 'besides' and 'between'. Suggestion: "Let's put the troll under the bridge and the billy goat beside the stream." Take children out to shops or the park: recall the route and the order of things seen on the way. Set up obstacle courses, interesting pathways and hiding places for children to play with freely. When appropriate, ask children to describe their route and give directions to each other. Provide complex train tracks, with loops and bridges, or water-flowing challenges with guttering that direct the flow to a water tray, for children to play freely with. Read stories about journeys, such as 'Rosie's Walk'
- Provide experiences of size changes. Suggestions: "Can you make a puddle larger?", "When you squeeze a sponge, does it stay small?", "What happens

- Provide a variety of construction materials like blocks and interlocking bricks. Provide den-making materials. Allow children to play freely with these materials, outdoors and inside. When appropriate, talk about the shapes and how their properties suit the purpose.
- Provide shapes that combine to make other shapes, such as pattern blocks and interlocking shapes, for children to play freely with. When appropriate, discuss the different designs that children make.
- Talk about patterns of events, in cooking or getting dressed. Suggestions: - 'First', 'then', 'after', 'before' - "Every day we..." - "Every evening we..." Talk about the sequence of events in stories. Use vocabulary like 'morning', 'afternoon', 'evening' and 'night-time', 'earlier', 'later', 'too late', 'too soon', 'in a minute'. Count down to forthcoming events on the calendar in terms of number of days or sleeps. Refer to the days of the week, and the day before or day after, 'yesterday' and 'tomorrow'.
- Children to be able to identify and name a square, circle, triangle and rectangle and count the number of sides.

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- patterns, such as clap, clap, stamp.
- Children to be able to match simple objects to silhouettes independently.
 - Children to be able to use vocabulary linked to shape and size.

when you stretch dough, or elastic?" Talk with children about their everyday ways of comparing size, length, weight and capacity.

- Model more specific techniques, such as lining up ends of lengths and straightening ribbons, discussing accuracy: "Is it exactly...?"

- Children to understand sequence of events in the school day using vocabulary.

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Yearly overview

The yearly overview provides an at-a-glance progression of the mathematical areas and concepts throughout the nursery scheme. The 24 blocks can be accessed at any stage of children starting nursery. Timings are flexible to allow you to start the progression where developmentally appropriate as well as with children starting nursery in different intakes through the year or longer.

Comparison 1	Shape, space and measure 1	Pattern 1	Counting 1	Counting 2	Subitising 1
More than, fewer than, same	Explore and build with shapes and objects	Explore repeats	Hear and say number names	Begin to order number names	I see 1, 2, 3
Pattern 2	Shape, space and measure 2	Subitising 2	Counting 3	Shape, space and measure 3	Pattern 3
Join in with repeats	Explore position and space	Show me 1, 2, 3	Move and label 1, 2, 3	Explore position and routes	Explore patterns
Counting 4	Shape, space and measure 4	Subitising 3	Comparison 2	Pattern 4	Shape, space and measure 5
Take and give 1, 2, 3	Match, talk, push and pull	Talk about dots	Compare and sort collections	Lead on own repeats	Start to puzzle
Pattern 5	Subitising 4	Counting 5	Pattern 6	Counting 6	Comparison 3
Making patterns together	Make games and actions	Show me 5	My own pattern	Stop at 1, 2, 3, 4, 5	Match, sort, compare

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