

Foundation Stage 1: Maths Curriculum Overview

Development Matters:

Number:

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'

Number Patterns:

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.

Shape, Space and Measure:

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'.

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.

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.

Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

In nursery, maths is taught in a variety of ways throughout the day...

- Through planned, short, practical, adult-led activities in small groups
- As part of our circle times as a whole class
- Through the reading of maths books
- Through regular singing of number songs and rhymes
- Within our continuous provision through child-led learning, with support from peers and/or nursery staff
- Within our continuous provision through independent, child-led learning - through play, exploration and experimentation

Autumn Term	Spring Term	Summer Term
<p>Our planning for the short adult-led activities is based on Master the Curriculum but tailored to the needs of the children:</p> <p>Mathematical concepts covered:</p> <ul style="list-style-type: none">- Colours- Matching- Sorting- 2D shapes <p>Numbers covered: 1-3</p> <ul style="list-style-type: none">- Subitising- Counting using 1-1 correspondence- Numerals	<p>Our planning for the short adult-led activities is based on Master the Curriculum but tailored to the needs of the children:</p> <p>Mathematical concepts covered:</p> <ul style="list-style-type: none">- 2D shapes- Sequencing- Positional language- Pattern <p>Numbers covered: 1-5</p> <ul style="list-style-type: none">- Subitising- Counting using 1-1 correspondence- Numerals	<p>Our planning for the short adult-led activities is based on Master the Curriculum but tailored to the needs of the children:</p> <p>Mathematical concepts covered:</p> <ul style="list-style-type: none">- Height and length- Mass- Capacity- More than and fewer than- 2D shapes- 3D shapes- One more and one less- What comes after and what comes before

<ul style="list-style-type: none"> - Matching numerals and quantities - Representing quantities in different ways - Practical problem solving 	<ul style="list-style-type: none"> - Matching numerals and quantities - Representing quantities in different ways - Practical problem solving 	Revisiting and consolidating numbers: 1-5 (introducing 6-10) <ul style="list-style-type: none"> - Subitising - Counting using 1-1 correspondence - Numerals - Matching numerals and quantities - Representing quantities in different ways - Practical problem solving
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Books read as part of maths teaching throughout the year:

Colour:

- Wow! Said the Owl by Tim Hopgood
- The Colour Monster by Anna Llenas
- Colours by Roald Dahl and Quentin Blake
- Pink is for Boys by Rob Pearlman
- Mixed by Arree Chung

Matching and sorting:

- Simon Sock by Sue Hendra and Paul Linnet
- A Pair of Socks by Stuart Murphy
- All Sorts by Pippa Goodhart

Number:

- How to Count to One by Casper Salmon
- Numberblocks First Numbers
- The Three Little Pigs
- The Three Billy Goats Gruff

- Goldilocks and the Three Bears
- Ten Little Bugs by Mike Brownlow
- Ten Little Pirates by Mike Brownlow
- Ten Little Dinosaurs by Mike Brownlow

Shape:

- Shapes with Little Fish by Lucy Cousins
- Numberblocks First Shapes

Sequencing and positional language:

- Rosie's Walk by Pat Hutchins
- We are Going on a Bear Hunt by Michael Rosen
- Lost and Found by Oliver Jeffers
- Whatever Next by Jill Murphy

Pattern:

- Beep Beep, Vroom Vroom! by Stuart Murphy
- Shapes and Patterns in Nature by Sekaninova Stepanka, Sedlackova Jana and Konecna Magdalena
- Bracelets for Bina's Brothers by Rajani LaRocca

Height, length, mass and capacity:

- How much does a Ladybird Weigh? by Alison Limentani
- The Very Hungry Caterpillar by Eric Carle

Maths songs learnt throughout the year:

1, 2, 3, 4, 5 Once I Caught a Fish Alive
1 Potato, 2 Potato, 3 Potato, 4
5 Little Speckled Frogs
5 Little Ducks
5 Currant Buns
5 Sausages
5 Little Men in a Flying Saucer
5 Cheeky Monkeys Swinging in a Tree

9 Little Reindeer
Dinosaur Days of the Week