



## 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.

|                                               | Autumn1                                                                                                                                                          | Autumn2                                                                                   | Spring1                                                                                            | Spring2                                                                        | Summer1                                    | Summer2                                                     |
|-----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|--------------------------------------------|-------------------------------------------------------------|
|                                               | Ongoing – All about me, starting nursery, special people (family members, Key Person due to children arriving at different times of the year). Refer to Autumn 1 |                                                                                           |                                                                                                    |                                                                                |                                            |                                                             |
| Potential Themes/<br>Interests of children    | I can do it!<br>Starting Nursery<br>Special people<br>(family, Key Person)<br>Autumn                                                                             | Food and Drink<br>Colours<br>Christmas<br>Winter                                          | Dinosaurs<br>Night and Day<br>Big and small animals                                                | Spring<br>On the Farm<br>Favourite stories and songs<br>Easter arts and crafts | Superheroes<br>Out and about<br>Minibeasts | Summer<br>Transport and travel<br>Water                     |
| Possible Celebrations &<br>Experiences        | Harvest<br>Friendship month                                                                                                                                      | Bonfire Night, World Food Day, Christmas<br>Nativity, Diwali,<br>Nursery Rhyme week (Nov) | Lunar New Year /<br>Chinese New Year<br>Big School's Birdwatch<br>Storytelling week<br>Pancake Day | Mother's Day,<br>World Book Day<br>World Sleep Day<br>Easter egg hunt.         | National Pet Month (April)<br>Earth Day    | Eat your veg day (June)<br>World Oceans Day<br>Father's Day |
| Suggested Texts – Fiction<br>and Non- Fiction |                                                                                                                                                                  |                                                                                           |                                                                                                    |                                                                                |                                            |                                                             |

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| <p><b>The 3 – 4-year-olds expectations in Mathematics for reference.</b></p> <p><b>Where are children going?</b></p> | <p><b>Number and numerical patterns</b></p> <ul style="list-style-type: none"> <li>• Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>• Recite numbers past 5.</li> <li>• Say one number for each item in order: 1,2,3,4,5.</li> <li>• Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> <li>• Show 'finger numbers' up to 5.</li> <li>• Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>• Experiment with their own symbols and marks as well as numerals.</li> <li>• Solve real world mathematical problems with numbers up to 5.</li> <li>• Compare quantities using language: 'more than', 'fewer than'.</li> <li>• 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'.</li> <li>• Understand position through words alone – for example, "The bag is under the table," – with no pointing.</li> <li>• Describe a familiar route.</li> <li>• Discuss routes and locations, using words like 'in front of' and 'behind'.</li> <li>• Make comparisons between objects relating to size, length, weight and capacity.</li> </ul> <p><b>Shape, space and measures</b></p> <ul style="list-style-type: none"> <li>• Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.</li> <li>• Combine shapes to make new ones – an arch, a bigger triangle, etc.</li> <li>• 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.</li> <li>• Extend and create ABAB patterns – stick, leaf, stick, leaf.</li> <li>• Notice and correct an error in a repeating pattern.</li> <li>• Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</li> </ul> |  |  |  |  |  |



|                               | Autumn1                                                                                                                                                                        | Autumn2                                                                                                                                                                                                          | Spring1                                                                                                                                                                                              | Spring2                                                                                                                                                                                                          | Summer1                                                                                                                                                                                              | Summer2                                                                                                                                                                                                   |
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| Number and Numerical Patterns | Take part in finger rhymes with numbers.                                                                                                                                       | Take part in finger rhymes with numbers.                                                                                                                                                                         | Take part in finger rhymes with numbers.                                                                                                                                                             | Take part in finger rhymes with numbers.                                                                                                                                                                         | Take part in finger rhymes with numbers.                                                                                                                                                             | Take part in finger rhymes with numbers.                                                                                                                                                                  |
| Intent                        | React to changes of amount in a group of up to three items.                                                                                                                    | Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.                                                                                                             | React to changes of amount in a group of up to three items.                                                                                                                                          | React to changes of amount in a group of up to three items.                                                                                                                                                      | Compare amounts saying 'more', 'lots' or 'same'.                                                                                                                                                     | React to changes of amount in a group of up to three items.                                                                                                                                               |
| Vocabulary                    | Songs, nursery rhymes, finger, movements, listen, match, change, watch, copy, more, less, away, gone, again, words, puppets, song bag/box, hear, turn, point, one, two, three. | Count in everyday contexts sometimes skipping numbers.                                                                                                                                                           | Compare amounts saying 'more', 'lots' or 'same'.                                                                                                                                                     | Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.                                                                                                             | Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.                                                                                                 | Compare amounts saying 'more', 'lots' or 'same'.                                                                                                                                                          |
| Implementation                | Songs and rhymes can happen spontaneously throughout the day – working with individuals/small groups/pairs – sing inside and outdoors.                                         | Songs, nursery rhymes, finger, movements, listen, match, change, watch, copy, more, less, away, gone, again, words, puppets, song bag/box, hear, turn, point, one, two, three, number, order, next, then, count. | Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.                                                                                                 | Count in everyday contexts sometimes skipping numbers.                                                                                                                                                           | Songs, nursery rhymes, finger, movements, listen, match, change, watch, copy, more, less, away, gone, again, words, puppets, song bag/box, hear, turn, point, one, two, three, lots, same, how many. | Count in everyday contexts sometimes skipping numbers.                                                                                                                                                    |
|                               | Sing finger rhymes that involve hiding and returning e.g. 'Two little dicky birds'.                                                                                            | Songs and rhymes can happen spontaneously throughout the day – working with individuals/small groups/pairs.                                                                                                      | Songs, nursery rhymes, finger, movements, listen, match, change, watch, copy, more, less, away, gone, again, words, puppets, song bag/box, hear, turn, point, one, two, three, lots, same, how many. | Songs, nursery rhymes, finger, movements, listen, match, change, watch, copy, more, less, away, gone, again, words, puppets, song bag/box, hear, turn, point, one, two, three, number, order, next, then, count. | In warmer weather, sing number songs outside on a picnic rug or in small tents.                                                                                                                      | Songs, nursery rhymes, finger, movements, listen, match, change, watch, copy, more, less, away, gone, again, words, puppets, song bag/box, hear, turn, point, one, two, three, lots, same, how many.      |
|                               | Provide small groups of the same objects in treasure baskets, as well as single items.                                                                                         | Send rhymes home to learn, learn rhymes from parents.                                                                                                                                                            | Children can choose the songs and rhymes that they want to join in with from a sack or on lolly stick puppets. Songs, stories and                                                                    | Children can choose the songs and rhymes that they want to join in with from a sack or on lolly stick puppets. Songs, stories and                                                                                | Songs, stories and rhymes can happen spontaneously throughout the day – working with individuals/small groups/pairs – sing inside and outdoors.                                                      | In warmer weather, sing number songs outside on a picnic rug or in small tents. Songs, and rhymes can happen spontaneously throughout the day – working with individuals/small groups/pairs – sing inside |

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|  |  | <p>Children can choose the songs and rhymes that they want to join in with from a sack or on lolly stick puppets. and join in with finger and word play.</p> <p>Offer repeated experiences with the counting sequence in meaningful and varied contexts, inside and outdoors - count fingers and toes, food items.</p> <p>Help and model counting and matching words with objects.</p> | <p>rhymes can happen spontaneously throughout the day - working with individuals/small groups/pairs.</p> <p>Sing finger rhymes that involve hiding and returning e.g. 'Two little dicky birds'.</p> <p>Draw attention to changes of amounts e.g. adding more bricks to a tower, or eating things up.</p> <p>Provide small groups of the same objects in treasure baskets, as well as single items.</p> <p>Offer repeated experiences with the counting sequence in meaningful and varied contexts, inside and outdoors - count animal legs, toys.</p> | <p>rhymes can happen spontaneously throughout the day - working with individuals/small groups/pairs.</p> <p>In warmer weather, sing number songs outside on a picnic rug or in small tents.</p> <p>Sing finger rhymes that involve hiding and returning e.g. 'Two little dicky birds'.</p> <p>Provide small groups of the same objects in treasure baskets, as well as single items.</p> <p>Offer repeated experiences with the counting sequence in meaningful and varied contexts, inside and outdoors - count sounds and actions.</p> <p>Help and model counting and matching words with objects.</p> | <p>Draw attention to changes of amounts e.g. adding more bricks to a tower, or eating things up</p> <p>Offer repeated experiences with the counting sequence in meaningful and varied contexts, inside and outdoors - count Minibeasts, stairs.</p> | <p>and outdoors.</p> <p>Sing finger rhymes that involve hiding and returning e.g. 'Two little dicky birds'.</p> <p>Provide small groups of the same objects in treasure baskets, as well as single items.</p> <p>Draw attention to changes of amounts e.g. adding more bricks to a tower, or eating things up.</p> <p>Help and model counting and matching words with objects.</p> |
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| <b>Shape, Space and Measures</b><br><br><b>Intent</b><br><b>Vocabulary</b><br><b>Implementation</b> | Climb and squeeze themselves into different types of spaces.<br><br>Complete inset puzzles.<br><br>Compare sizes, weights etc. using gesture and language - bigger/little/smaller, high/low, tall, heavy etc.<br><br>Play, turn, find, explore, squeeze, in, out, room, space, empty, change, feel, touch, move, same, different, piece, puzzle, size, big, small, bigger, smaller, high, higher, low, lower, tall, short, tiny, heavy, light, strong, muscles.<br><br>As children move provide descriptive commentary using positional language.<br><br>Provide a variety of inset puzzles at different levels of difficulty.<br><br>Model the language of size and weight in everyday contexts.<br><br>Provide a range of objects of various lengths and weights in treasure baskets to excite and encourage babies' interests including larger and smaller items. | Notices patterns.<br><br>Combine objects like stacking blocks and cups. Put objects inside others and take them out again.<br><br>Compare sizes, weights etc. using gesture and language - bigger/little/smaller, high/low, tall, heavy etc.<br><br>Pattern, repeated, spotty, stripy, colour names, wavy, shape, shape names, cup, block, build, up, down, fall, over, knock, out, in, same, different, piece, puzzle, size, big, small, bigger, smaller, high, higher, low, lower, tall, short, tiny, heavy, light.<br><br>Model the language of size and weight in everyday contexts.<br><br>Provide a range of objects of various lengths and weights in treasure baskets to excite and encourage babies' interests including larger and smaller items.<br><br>Provide patterned materials and small objects to arrange in | Climb and squeeze themselves into different types of spaces.<br><br>Combine objects like stacking blocks and cups. Put objects inside others and take them out again.<br><br>Compare sizes, weights etc. using gesture and language - bigger/little/smaller, high/low, tall, heavy etc.<br><br>Complete inset puzzles.<br><br>Play, turn, find, explore, squeeze, in, out, room, space, empty, change, feel, touch, move, same, different, piece, puzzle, size, big, small, bigger, smaller, high, higher, low, lower, tall, short, tiny, heavy, light, strong, muscles, shape, shape names, cup, block, build, up, down, fall, over, knock, out, in, same, different, piece, puzzle, size, big, small, bigger, smaller, high, higher, low, lower, tall, short, tiny, heavy, light, strong, muscles.<br><br>As children move provide descriptive commentary using positional language. | Notices patterns and arranges things in patterns.<br><br>Build with a range of resources.<br><br>Complete inset puzzles.<br><br>Pattern, repeated spotty, stripy, colour names, wavy, shape, shape names, cup, block, build, up, down, fall, over, knock, out, in, same, different, piece, puzzle, try, again.<br><br>Provide a variety of inset puzzles at different levels of difficulty.<br><br>Provide patterned materials and small objects to arrange in patterns. Model using 'repeated' and the 'same' over and over. Use repeated noises and actions. | Climb and squeeze themselves into different types of spaces.<br><br>Compare sizes, weights etc. using gesture and language - bigger/little/smaller, high/low, tall, heavy etc.<br><br>Play, turn, find, explore, squeeze, in, out, room, space, empty, change, feel, touch, move, same, different, size, big, small, bigger, smaller, high, higher, low, lower, tall, short, tiny, heavy, light, strong, muscles.<br><br>As children move provide descriptive commentary using positional language.<br><br>Model the language of size and weight in everyday contexts.<br><br>Provide a range of objects of various lengths and weights in treasure baskets to excite and encourage babies' interests including larger and smaller items.<br><br>Share picture books showing objects of contrasting sizes. | Build with a range of resources.<br><br>Climb and squeeze themselves into different types of spaces.<br><br>Complete inset puzzles.<br><br>Combine objects like stacking blocks and cups. Put objects inside others and take them out again.<br><br>Shape, shape names, cup, block, build, up, down, fall, over, knock, out, in, same, different, piece, puzzle, try, again, play, turn, find, explore, squeeze, in, out, room, space, empty, change, feel, touch, move, same, different, piece, puzzle, size, big, small, bigger, smaller, high, higher, low, lower, tall, short, tiny, heavy, light, strong, muscles.<br><br>As children move provide descriptive commentary using positional language.<br><br>Provide a variety of inset puzzles at different levels of difficulty. |
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|  | <p>and smaller items.</p> <p>Share picture books showing objects of contrasting sizes.</p> | <p>patterns. Model using 'repeated' and the 'same' over and over. Use repeated noises and actions.</p> <p>Encourage babies and young toddlers to play freely with a wide range of objects. Sensitive comment on interestingly shaped objects, model putting things into other objects, stacking, nesting and lining objects up.</p> <p>Share picture books showing objects of contrasting sizes.</p> | <p>Provide a variety of inset puzzles at different levels of difficulty.</p> <p>Model the language of size and weight in everyday contexts.</p> <p>Provide a range of objects of various lengths and weights in treasure baskets to excite and encourage babies' interests including larger and smaller items.</p> <p>Encourage babies and young toddlers to play freely with a wide range of objects. Sensitive comment on interestingly shaped objects, model putting things into other objects, stacking, nesting and lining objects up.</p> <p>Share picture books showing objects of contrasting sizes.</p> |  |  | <p>Encourage babies and young toddlers to play freely with a wide range of objects. Sensitive comment on interestingly shaped objects, model putting things into other objects, stacking, nesting and lining objects up.</p> |
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