

September 2021 saw the introduction of a new statutory framework for the Early Years Foundation Stage. At Monkhouse, as at other schools, we worked hard to put together a new and exciting curriculum which will engage and challenge all our children. Our Curriculum is frequently reviewed to ensure it is the best it can be, as we work with other professionals in school and across the local authority to ensure we are providing the very best education for all our children.

<b>Nursery</b>	Across the year, and in addition to the objectives below, we will continue to visit previous learning, building on knowledge and skills. Incidental opportunities are taken to talk about number, shape, measure and time in ways that align with children's real-life experiences. Songs and games are used to further enhance our mathematics curriculum.				
Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<p><b>What we want the children to know and do</b></p> <p><b>Number</b> Join in number songs and rhymes Join in counting in incidental opportunities</p> <p><b>Shape, Space and Measure</b> Begin to use language of size to talk about objects and images.  Explore and complete very simple jigsaws, supported as needed</p> <p><b>Pattern</b> Match pairs to demonstrate understanding of 'same'.  Begin to explore set-making based on simple, observable properties - eg colour</p>	<p><b>What we want the children to know and do</b></p> <p><b>Number</b> Say number names 1-3 in order when counting  Represent numbers 1-3 using fingers  Says number-names 1-5 in songs and rhymes  Begin to recognise 'more' when comparing significantly different amounts  Count sets to 3, applying cardinal principle.  Join in playing games with 1-3 dice, matching quantities to a number.  <b>Shape, Space and Measure</b> Builds with blocks and objects, talking about own work.  Identify 'day' and 'night' in images and begin to explain how they know.  Begin to use names of the days of the week when</p>	<p><b>What we want the children to know and do</b></p> <p><b>Number</b> Begin to recognise 'more' and 'fewer' when comparing significantly different amounts.  Count sets to 5, applying cardinal principle.  Represent numbers 1-5 using fingers and Numicon  Join in playing games with 1-3 dice, matching quantities to a number and begin to subitise to recognise dice-spot patterns.  <b>Shape, Space and Measure</b> Builds with blocks and objects, talking about own work using simple mathematical vocabulary to describe properties.  Understand and use some positional language - eg on top,</p>	<p><b>What we want the children to know and do</b></p> <p><b>Number</b> Represent numbers using fingers and Numicon and begin to explore different ways they can do this  Begin to solve practical problems with numbers up to 5.  Predict changes in amounts in stories and rhymes, counting forwards and backwards  <b>Shape, Space and Measure</b> Use comparative language of size - eg bigger, biggest; long, longer, longest.  Explore and complete more complex jigsaws, supported as needed  <b>Pattern</b> Spot errors in AB patterns, and suggest how to put them right.  Use growing independence to group</p>	<p><b>What we want the children to know and do</b></p> <p><b>Number</b> Represent numbers using fingers and begin to explore different ways they can do this  Begin to link numerals to sets of 1, 2 or 3. Match Numicon to sets of 1,2,3  Join in playing games with 1-6 dice, matching quantities to a number and begin to subitise to recognise some dice-spot patterns.  <b>Shape, Space and Measure</b> Process language to create structures or arrangements - longer, shorter, taller, wider than mine.  Work as a group to complete larger jigsaws  <b>Pattern</b> Recognise and name common patterns - eg</p>	<p><b>What we want the children to know and do</b></p> <p><b>Number</b> Begin to link numerals to sets of 1-5. Match Numicon to sets of 1,2,3,4,5  Use objects to tell a simple number story involving addition and/or subtraction  Use a few of their own symbols and marks to represent mathematical thinking  <b>Shape, Space and Measure</b> Work as a group to complete larger jigsaws  <b>Pattern</b> Make AB patterns linear patterns with independence.  Work with an adult to continue an ABC pattern.  Begin to spot the 'odd one out' from 3 objects or images, and give reasons for choice.</p>



<p><b>Number</b></p> <p>Begin to identify when a set can be subitised and when counting is needed, with adult support.</p> <p>Subitise objects and sounds within 3, exploring both structured and unstructured arrangements including the use of the Hungarian number frame.</p> <p>Begin to make different arrangements within 5, talking about what they see to develop conceptual subitising skills, with adult support.</p> <p>Explore how numbers are made up of ones and begin to spot smaller numbers hiding inside larger numbers (e.g., 3 inside 5), with adult support.</p> <p>Use language of comparison such as more than and fewer than.</p> <p><b>Numerical Pattern</b></p> <p>Connect quantities and numbers to finger patterns and explore different finger representations of numbers.</p> <p>Begin to hear and join in with the counting sequence, noticing the staircase pattern where</p>	<p><b>Number</b></p> <p>Identify independently when sets can be subitised versus when counting is needed.</p> <p>Subitise different arrangements within 5 with increasing independence, including use of the Hungarian number frame.</p> <p>Explore the five-ness of 5 using one hand and the die pattern.</p> <p>Begin to explore comparison of sets using appropriate mathematical language.</p> <p><b>Numerical Pattern</b></p> <p>Connect quantities to finger patterns with increasing independence.</p> <p>Join in confidently with the counting sequence, reinforcing the staircase pattern concept.</p> <p>Develop counting skills further with accurate 1:1 correspondence, counting objects/actions/sounds in any order.</p> <p>Compare sets by matching and sorting; use</p>	<p><b>Number</b></p> <p>Develop subitising and counting skills within and beyond 5.</p> <p>Begin to identify when two sets are equal or unequal and relate two equal groups to doubles.</p> <p>Develop subitising skills for numbers beyond 5 and start to connect quantities to numerals.</p> <p>Identify missing parts within numbers to 5.</p> <p>Explore numbers 6 and 7 as "5 and a bit" and relate to finger patterns and the Hungarian frame.</p> <p>Focus on understanding equal and unequal groups and the concept of doubling through finger patterns.</p> <p>Order numbers and engage in track games to develop number sequencing.</p> <p>Numerical Pattern</p> <p>Continue developing counting sequence</p>	<p><b>Number</b></p> <p>Further develop subitising and counting skills within and beyond 5.</p> <p>Identify equal and unequal sets; strengthen understanding of doubles.</p> <p>Develop numeral recognition and the ability to order numbers to 8.</p> <p>Use language of less than and explore composition of 7.</p> <p>Sort numbers by attributes such as odd and even</p> <p><b>Numerical Pattern</b></p> <p>Develop understanding of the counting sequence and deepen link between cardinality and ordinality.</p> <p>Explore the staircase pattern and ordering numbers.</p> <p>Explore doubles and understand how some numbers can be made of two equal parts.</p>	<p><b>Number</b></p> <p>Consolidate counting skills, counting larger sets, actions, and sounds.</p> <p>Compare quantities and numbers, including sets with different attributes.</p> <p>Develop a sense of magnitude (e.g., 8 is much more than 2, 4 is a little more than 2).</p> <p>Generalise about one more and one less within 10.</p> <p>Continue identifying when to subitise versus count.</p> <p>Develop conceptual subitising skills, including use of a rekenrek.</p> <p>Subitise to 6 using structured arrangements.</p> <p>Explore and recall composition of 10.</p> <p>Link comparison to ordinality through track games and ordering activities.</p>	<p><b>Number</b></p> <p>Consolidate counting strategies and extend counting to larger numbers and complex sets.</p> <p>Compare quantities with increasing confidence, including sets with varying attributes.</p> <p>Consolidate sense of magnitude and understanding of one more/one less within 10.</p> <p>Solidify when subitising is appropriate and when counting is necessary.</p> <p>Enhance conceptual subitising skills including confident use of the rekenrek.</p> <p>Subitise confidently up to 5.</p> <p>Review and assess automatic recall of number bonds to 5 and composition of numbers to 10.</p> <p>Review and assess comparison skills and counting accuracy.</p> <p><b>Numerical Pattern</b></p> <p>Consolidate understanding of number representations, including 10-frame</p>
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<p>each number is one more than the previous.</p> <p>Develop counting skills: understand cardinality (last number counted tells “how many”), ensure 1:1 correspondence, and understand that anything (objects, sounds, actions) can be counted.</p> <p>Compare sets by matching and begin to use the language of whole and part.</p> <p><b>Shape, Space and Measure</b></p> <p>Sort objects by one criterion such as colour, size, or shape.</p> <p>Recognise and name common 2D shapes: circle, square, rectangle, and triangle.</p> <p>Order the days of the week in the correct sequence.</p> <p>Compare capacity, length, height, and size using simple comparative language (bigger, smaller).</p>	<p>whole-part language with growing independence.</p> <p><b>Shape, Space and Measure</b></p> <p>Sort objects using more than one criterion and describe the sorting process.</p> <p>Begin to name common 3D shapes: cube, sphere, cuboid, pyramid, and cylinder.</p> <p>Explore properties of 2D shapes by counting sides and corners.</p> <p>Sequence daily events using vocabulary such as morning, afternoon, and night.</p>	<p>understanding; link cardinality and ordinality via the staircase pattern.</p> <p>Join in with verbal counts beyond 20 and hear repeated patterns in counting numbers.</p> <p><b>Shape, Space and Measure</b></p> <p>Measure length and height using cubes and compare measurements.</p> <p>Complete repeating patterns with two objects or colours (AB pattern).</p> <p>Use 2D shapes to create pictures and simple designs.</p>	<p><b>Shape, Space and Measure</b></p> <p>Identify and explain errors in AB patterns.</p> <p>Explore properties of 3D shapes by examining faces, edges, and vertices.</p> <p>Sequence daily, monthly, and yearly events using words such as yesterday, today, tomorrow, month, and year.</p>	<p><b>Numerical Pattern</b></p> <p>Explore multiple representations of numbers including the 10-frame.</p> <p>Identify how doubles can be arranged in a 10-frame (pairs-wise patterns)</p> <p><b>Shape, Space and Measure</b></p> <p>Begin to complete repeating patterns with three or more objects or colours (ABC patterns).</p> <p>Compare and sort 3D shapes according to their properties.</p> <p>Explore and compare capacity and weight using vocabulary related to measurement (full, empty, heavy, light).</p>	<p>arrangements and doubles.</p> <p>Review and assess understanding of number patterns and their relationships.</p> <p><b>Shape, Space and Measure</b></p> <p>Identify and explain errors in ABC patterns with increasing accuracy</p> <p>Use comparative language confidently to describe measurements and capacities</p>
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