Kearsley West Numeracy

PROGRAMME FOR THE YEAR...













Numeracy

Learning Intentions:

To reason with number

To use maths in the real world.

To persevere with problems

White Rose EDUCATION

Maths Ambassadors



Kearsley West Numeracy

PROGRAMME FOR THE YEAR…



Early Years

Year		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Number & numerical pattern	I can recite some number names in sequence (not necessarily understand at this stage). • Fast recognition of up to 3 objects, without having to count them individually ('subitising').	• I can mark make and ascribe some concept of number to the marks (attempts at digits from the environment, making dots, lines etc). • Recite numbers past 5. • Fast recognition of up to 3 objects, without having to count them individually ('subitising'). • I can bring one or two objects when an adult requests • Show 'finger numbers' up to 5.	I can show understanding of conservation (knowing the number is the same if moved around) • I can show an understanding of simple comparisons like 'more'. • 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 (5) tells you how many there are in total ('cardinal principle').	• I can say when two small groups have the same number of objects. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5.	• I can use number names to 10 and sometimes count accurately. Calculation • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then… Compare quantities using language: 'more than', 'fewer than'.	• I can represent numbers using marks, fingers or digits. Calculation • I can say when two small groups have the same number of objects. • I can identify numerals in the environment. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
	Shape, space and measure.	I can start to fit shapes into board puzzles or shape sorters. i can begin to build using simple blocks. I can fill and empty a container Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.	• I can see some shapes in pictures and can start to make pictures using shapes. • Describe a familiar route. • I can sort objects using one simple criteria. Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.	• I can ask questions about the routine and what is happening next. • I can use small world play to experiment with size, shape, differences and similarities. • I can start to identify shapes in the environment.	• Understand position through words alone – for example, "The bag is under the table," –with no pointing. • Discuss routes and locations, using words like 'in front of' and 'behind'. • I can use comparative language like 'taller', 'shorter', 'the same'. • I can start to make more meaningful pictures, patterns and arrangements with shapes	• I can talk about the routine of the day and use language like 'before' and 'after'. • I can start to find appropriate shapes for certain tasks. • 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. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern.	• Make comparisons between objects relating to size, length, weight and capacity. • I can ask questions about my observations of differences and similarities. • 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'.
Reception	Number & numerical pattern	•I can say which group has more and say which group has less. •I can compare quantities. •To count beyond 5. •I can recognise numbers 1-3 and begin to subitise to 3 •I can find one more and of less than of numbers to 3. •I can explore the composition of 2 and 3.	•I can compare quantities. •To count beyond 10. •I can recognise numbers 4, 5 and begin to subitise to 5 •I can find one more and of less than of numbers to 5. •I can explore the composition of 4 and 5. • I can explore some number bonds to 5.	• I can recognise numbers 0-8 and subitise to 8. • I can find one more and one less of numbers to 8. • I can explore the composition of 6, 7 and 8. • I can compare quantities to 8. •I can begin to understand the different between odd and even. • I can combine two groups of objects. •I can find and make doubles to 8. • I know some number bonds to 5.	• I can recognise numbers 0-10. • I can explore the composition of 9 and 10. • I can practise number bonds to 10. • I know addition facts to make 5 • I find one more and less of numbers to 10. •I can estimate a number of objects • I can count to 20 •I can compare quantities to 10 •I can count back from 10.	• I can recognise numbers to 20 and count beyond. • I can explore how to make numbers above ten using tens and ones • I can add numbers •I can subtract numbers. • I can find the missing number. • I can order numbers to 20 To order numbers e.g. 13, 15, 19	•I can share and group objects and numbers. •I can talk about odd and even numbers when sharing •I can play and build with doubles. •I can share quantities equally.
	Shape, space and measure.	•I can match objects. •I can sort objects. •I can compare size, mass and capacity. •I can finish a repeating pattern of 2 objects or colours. •I can recognise 1p and 2p.	•I can recognise and name circles, triangles, squares and rectangles. •I can find shapes in the environment. • I can describe position using ' in', 'on', 'under ', 'over ', 'beside', 'between', 'in front of', 'through' and 'behind. •I can recognise 5p '	•I can compare mass and capacity. •I can find a balance • I can order objects by height and length	• I can order the days of the week. •I can measure height using cubes. •I can measure time. •I can recognise 10p •I can begin to name 3D shapes and explore the properties of 3D shapes.	•I can rotate and manipulate shapes. •I can make pictures with shape arrangements and copy 2D pictures •I can find 2D shapes in 3D shapes.	•I can create my own pattern and explore pattern rules. •I can describe position and give directions. •I can make patterns using shapes.