



Nursery Maths Curriculum Map

Half-term	Subitising	Cardinality, ordinality and counting	Composition	Comparison	Shape Pattern and Measure
Aut 1		<ul style="list-style-type: none"> May enjoy counting verbally as far as they can go eg sing songs such as: 1,2,3,4,5 once i caught a fish alive/An elephant came out to play. 		<ul style="list-style-type: none"> Sorting objects/items according to shape, colour and size. 	<ul style="list-style-type: none"> To create and make simple patterns and arrange things Chooses puzzle pieces and tries to fit them in. Teach children to complete jigsaws (colour, pattern, shape) To begin to talk about events in the past and future.
mental starters	Counting rhymes				
Continuous Provision	<ul style="list-style-type: none"> Uses some number names and number language within play, and may show fascination with large numbers Explores using a range of their own marks and signs to which they ascribe mathematical meanings 				
	Subitising	Cardinality, ordinality and counting	Composition	Comparison	Shape Pattern and Measure
Aut 2		<ul style="list-style-type: none"> Number of the week 1 to 5 May enjoy counting verbally as far as they can go (count up to 10) Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5. 		<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Chooses items based on their shape which are appropriate for the child's purpose Attempts to create arches and enclosures when building, using trial and improvement to

					select blocks (link to Farm enclosures and making enclosures) <ul style="list-style-type: none"> • Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC) • Responds to language of position and direction
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mental Counting to 20

C/P

- Uses some number names and number language within play, and may show fascination with large numbers
- Explores using a range of their own marks and signs to which they ascribe mathematical meanings

	Subitising	Cardinality, ordinality and counting	Composition	Comparison	Shape Pattern and Measure
Spr 1	<ul style="list-style-type: none"> • Subitises one, two and three objects (without counting) 	<ul style="list-style-type: none"> • Number of the week 6 to 10 • May enjoy counting verbally as far as they can go (count up to 10) • Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5. 	<ul style="list-style-type: none"> • 		<ul style="list-style-type: none"> • Responds to both informal language and common shape names • To compare longer and shorter. • Compare longer and shorter

Mental

C/P

- Uses some number names and number language within play, and may show fascination with large numbers
- Explores using a range of their own marks and signs to which they ascribe mathematical meanings

	Subitising	Cardinality, ordinality and counting	Composition	Comparison	Shape Pattern and Measure
Spr 2	<ul style="list-style-type: none"> • Begin to subitise up to 5 objects (without counting) 	<ul style="list-style-type: none"> • Number of the week 1 - 5 (deepening understanding and recap numeral) • Links numerals with amounts up to 5 and maybe beyond (link to Handa's Hen) 		<ul style="list-style-type: none"> • Compare two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. 	<ul style="list-style-type: none"> • Shows awareness of shape similarities and differences between objects • Predicts, moves and rotates objects to fit

		<ul style="list-style-type: none"> Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle) 		You've got two, I've got two. Same!	<p>the space or create the shape they would like</p> <ul style="list-style-type: none"> Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC) To compare heavier and lighter
	Subitising	Cardinality, ordinality and counting	Composition	Comparison	Shape Pattern and Measure
Sum 1	<ul style="list-style-type: none"> Begin to subitises up to 5 objects (without counting) 	<ul style="list-style-type: none"> Number of the week 6 - 10 (deepening understanding and recap numeral) 	<ul style="list-style-type: none"> Through play and exploration begin to learn that numbers are made up (composed of) smaller numbers Beginning to recognise that each counting number is one more than the one before. 	<ul style="list-style-type: none"> See above 	<ul style="list-style-type: none"> Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes Predicts, moves and rotates objects to fit the space or create the shape they would like Compares more/less full
<i>C/P</i>	<ul style="list-style-type: none"> Uses some number names and number language within play, and may show fascination with large numbers Explores using a range of their own marks and signs to which they ascribe mathematical meanings 				
	Subitising	Cardinality, ordinality and counting	Composition	Comparison	Shape Pattern and Measure
Sum 2	To begin to be more secure in subitising up to 5 objects (without counting)	Number of the week : Focus on 1 - 10 looking at number formation and recognising numerals	<ul style="list-style-type: none"> Through play and exploration begin to learn that numbers are made up (composed of) smaller numbers Beginning to recognise that eah counting number is one more than the one before. 	<ul style="list-style-type: none"> Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. 	<ul style="list-style-type: none"> Compares taller/shorter



Reception Maths Curriculum Map

Half-term	Subitising	Cardinality, ordinality and counting	Composition	Comparison	Shape Pattern and Measure
Aut 1	<p>Children will:</p> <ul style="list-style-type: none"> perceptually subitise within 3 identify sub-groups in larger arrangements create their own patterns for numbers within 4 practise using their fingers to represent quantities which they can subitise experience subitising in a range of contexts, including temporal patterns made by sounds. 	<ul style="list-style-type: none"> relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting have opportunities to develop an understanding that anything can be counted, including actions and sounds explore a range of strategies which support accurate counting. Introduce Numicon Numbers of the week: 1 2 3 4 5 	<ul style="list-style-type: none"> see that all numbers can be made of 1s compose their own collections within 4. 	<ul style="list-style-type: none"> understand that sets can be compared according to a range of attributes, including by their numerosity use the language of comparison, including 'more than' and 'fewer than' compare sets 'just by looking'. 	<p>2d shapes:</p> <ul style="list-style-type: none"> recognise shapes in their environment , choose appropriate shapes for the child's purpose. Use informal and common shape names Combine shapes to make new shapes <p>Measure (Height (length))</p> <ul style="list-style-type: none"> compare height and size (taller/shorter) in meaningful contexts find the taller/shorter of two items
mental starters	<p>Counting to 10 and beyond Count back 10 -0</p>				
	<p>Spatial awareness:</p> <ul style="list-style-type: none"> responses to and uses language of position and direction. predicts, moves and rotates objects to fit the space or create shapes they would like. 				

	Subitising	Cardinality, ordinality and counting	Composition	Comparison	Shape Pattern and Measure
Aut 2	Children will: <ul style="list-style-type: none"> continue from first half-term subitise within 5, perceptually and conceptually, depending on the arrangements. 	<ul style="list-style-type: none"> continue to develop their counting skills explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand begin to count beyond 5 begin to recognise numerals, relating these to quantities they can subitise and count <ul style="list-style-type: none"> Numbers of the week: 6 7 8 9 10 (2 weeks) Explores a range of own marks and signs to subscribe mathematical meaning. 	<ul style="list-style-type: none"> explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot explore the composition of numbers within 5 (and up to 10) 	<ul style="list-style-type: none"> compare sets using a variety of strategies, including 'just by looking', by subitising and by matching compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts. 	3d shapes: <ul style="list-style-type: none"> recognise shapes in their environment , choose appropriate shapes for the child's purpose. Use informal and common shape names: cylinder, sphere, cube, cuboid Uses trial and improvement and attempts to create arches and enclosures. <p>(link shapes to core text)</p>
mental	Counting to 20				
	Patterns: <ul style="list-style-type: none"> to create own spatial patterns explores and adds to simple linear patterns of two or three repeating items (leaf, stick, or leaf, stick, stone) joins in with simple patterns in sounds, dnce, movements and predicting what comes next. 				
	Subitising	Cardinality, ordinality and counting	Composition	Comparison	Shape Pattern and Measure
Spr 1	Children will: <ul style="list-style-type: none"> increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part 	<ul style="list-style-type: none"> continue to develop verbal counting to 20 and beyond continue to develop object counting skills, using a range of strategies to develop accuracy continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10 	<ul style="list-style-type: none"> continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5 explore the composition of 6, linking this to familiar patterns, including symmetrical patterns 	<ul style="list-style-type: none"> continue to compare sets using the language of comparison, and play games which involve comparing sets continue to compare sets by matching, identifying when sets are equal explore ways of making unequal sets equal. 	3d shapes: <ul style="list-style-type: none"> recognise shapes in their environment , choose appropriate shapes for the child's purpose. Use informal and common shape names: cone, pyramid, hemisphere

	<ul style="list-style-type: none"> experience patterns which show a small group and '1 more' continue to match arrangements to finger patterns. 	<ul style="list-style-type: none"> order numbers, linking cardinal and ordinal representations of number. Numbers of the week:11, 12, 13, 14, 15 in practical activities adds one and subtracts one with numbers up to 10 (one more/one less) Explores a range of own marks and signs to subscribe mathematical meaning and introduce the add and subtraction signs. 	<ul style="list-style-type: none"> begin to see that numbers within 10 can be composed of '5 and a bit'. 		<ul style="list-style-type: none"> uses own ideas to make models of increasing complexity by selecting blocks, solving problems and visualising what they will build.
Mental	Counting to 20 and beyond				
	Spatial awareness <ul style="list-style-type: none"> Use spatial awareness language to follow and give directions, describing what they see from different viewpoints Investigate flipping shapes, objects to fir and create models, predicting and visualising how they will look. Making simple maps of familiar and imaginative environments 				
	Subitising	Cardinality, ordinality and counting	Composition	Comparison	Shape Pattern and Measure
Spr 2	Children will: <ul style="list-style-type: none"> explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'. 	<ul style="list-style-type: none"> continue to consolidate their understanding of cardinality, working with larger numbers within 10 become more familiar with the counting pattern beyond 20. Increase confidence in putting 1-10 numerals in order Matches numerals to a group of objects up to 10. in practical activities adds one and subtracts one with 	<ul style="list-style-type: none"> explore the composition of odd and even numbers, looking at the 'shape' of these numbers begin to link even numbers to doubles begin to explore the composition of numbers within 10. To explore doubles up to 10 and to record this using a range of marks 	<ul style="list-style-type: none"> compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system. 	<ul style="list-style-type: none"> Tackle problems involving prediction and discussion of comparisons of <u>length/Height</u>, paying attention to fairness and accuracy Include also: <u>Capacity</u> - full, empty half full <u>Weight</u> - lighter, heavier, lighter, heaviest

		numbers up to 10 (one more/one less)	including the + symbol		<ul style="list-style-type: none"> • Becomes familiar with measuring tools in everyday experiences and play (rulers, metre sticks, non standard units) • Order and sequence events using everyday language related to time (first, then, after, before, next, sooner, later/days of the week) - Link to growth topic • compose and decompose shapes, learning which shapes combine to make other shapes • Recap 2d shape names
	Subitising	Cardinality, ordinality and counting	Composition	Comparison	Shape Pattern and Measure
Sum 1	Children will: <ul style="list-style-type: none"> • continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns • use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number 	<ul style="list-style-type: none"> • continue to develop verbal counting to 20 and beyond, including counting from different starting numbers (include counting backwards) • continue to develop confidence and accuracy in both verbal and object counting. • Increase confidence in putting 1-10 and 1 -20 numerals in order 	<ul style="list-style-type: none"> • explore the composition of 10. • Explore how numbers can be shared into equal and unequal quantities. • Halve numbers to 10 • Develop fluency in ability to recall number bonds to 5 	<ul style="list-style-type: none"> • order sets of objects, linking this to their understanding of the ordinal number system. 	<ul style="list-style-type: none"> • Tackle problems involving Height/length/distance - compare and <u>include estimation</u> (compare 3 things) • Begin to experience measuring time with timers and calendars. Focus on the hour hand when telling the time

	<ul style="list-style-type: none"> • subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10 • be encouraged to identify when it is appropriate to count and when groups can be subitised. 	<ul style="list-style-type: none"> • Matches numerals to a group of objects up to 10 and 20 • Counting in 5s 	<p>and 10 (include doubling facts)</p>		<p>Patterns recap - find the rule and predict (see B to 5)</p>
<p>Sum 2</p>	<p>In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.</p> <p>Problem solving - Automaticity number bonds 5 -10 Counting 2 5 10 Number formation Writing number equations using symbols</p>				