









0-3	3-4	WTS ELG	ELG	Links to Characteristics of Effective Teaching and Learning:
<ul style="list-style-type: none"> • I can take part in finger rhymes with numbers (maths) • I can react to changes of amount in a group of up to three items (maths) • I can compare amounts, saying 'lots', 'more' or 'same' (maths) • I develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence (maths) • I can count in everyday contexts, sometimes skipping numbers (maths) • I can complete inset puzzles (maths) • I can compare sizes, weights etc using gesture and language (maths) • I can notice patterns and arrange things in patterns (maths) 	<ul style="list-style-type: none"> • I develop fast recognition of up to 3 objects, without having to count them individually ('subitising') (maths) • I can recite numbers past 5 (maths) • I can say one number for each item in order (maths) • I know that the last number reached when counting a small set of objects tells you how many there are in total (maths) • I can show 'finger numbers' up to 5 (maths) • I can link numerals and amounts (maths) • I can experiment with my own symbols and marks as well as numerals (maths) • I can solve real world mathematical problems with numbers up to 5 (maths) • I can compare quantities using language: 'more than', 'fewer than' (maths) • I can talk about and explore 2D and 3D shapes using informal and mathematical language (maths) • I can understand position through words alone (maths) • I can talk about and identify patterns about me (maths) • I can extend and create ABAB patterns (maths) • I can notice and correct an error in a repeating pattern (maths) • I can make comparisons between objects relating to size, length, weight and capacity (maths) 	<ul style="list-style-type: none"> • I can count objects, actions and sounds (maths) • I can subitise (maths) • I can link the number symbol (numeral) with its cardinal number value (maths) • I can count beyond ten (maths) • I can compare numbers (maths) • I can understand the 'one more than/one less than' relationship between consecutive numbers (maths) • I can explore the composition of numbers to 10 (maths) • I can automatically recall number bonds for numbers 0–5 and some to 10 (maths) • I can select, rotate and manipulate shapes to develop spatial reasoning skills (maths) • I can compose and decompose shapes to recognise a shape can have other shapes within it, just as numbers can (maths) • I can continue, copy and create repeating patterns (maths) • I can compare length, weight and capacity (maths) • I can use talk to work out problems and organise my thinking and to explain how things work and why they might happen (C&L) • I can use new vocabulary in different contexts (C&L) 	<ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number (maths- number) • Subitise (recognise quantities without counting) up to 5 (maths-number) • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts (maths-number) • Verbally count beyond 20, recognising the pattern of the counting system (maths- numerical patterns) • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity (maths-numerical patterns) • Explore and represent patterns within numbers up to 10 including evens and odds, double facts and how quantities can be distributed equally (maths-numerical patterns) • Make comments about what they have heard and ask questions to clarify their understanding (C&L-listening, attention and understanding) • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems (C&L-speaking) 	<ul style="list-style-type: none"> • Making links and noticing patterns in their experience • Making predictions • Testing their ideas • Developing ideas of grouping, sequences cause and effect • Finding ways to solve problems Using senses to explore the world around them • Taking risks and learning by trial and error • Showing a curiosity about objects, events and people • Maintaining focus on their activity for a period of time • Thinking of ideas <p>Key vocabulary: Number, numeral, digit, count, subitise, add, subtract, 5 frame, 10 frame, many, total, more, less, pattern, shapes, 2d shape, 3d shape, problem, position, group, larger, smaller, count on, count back, part, whole</p>

Copnor Primary School

Adult-led mathematics explicit teaching in EYFS

Maths educational programme:

"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."

Autumn 1 Our New Adventure 	Autumn 2 Woodland Wonder 	Spring 1 Where could we go? 	Spring 2 We Are All Heroes 	Summer 1 What can we grow? 	Summer 2 Water, water everywhere! 
<ul style="list-style-type: none"> • Can I take part in finger rhymes with numbers? • Can I count up to 10? • Can I develop fast recognition of up to 3 objects (subitise)? • Can I link numerals and amounts up to 5? 	<ul style="list-style-type: none"> • Can I show finger numbers up to 5? • Can I link numerals and amounts up to 10? • Can I compare amounts using more, less and equal? • Can I understand more or less? • Can I count up to 10 and beyond? • Can I talk about and explore 2D shapes? • Can I talk about and explore repeating patterns (ABAB)? • Can I extend and create a repeating pattern? • Can I notice and correct an error in a repeating pattern? • Can I compare weights? 	<ul style="list-style-type: none"> • Can I count beyond 10? • Can I understand one more/one less? • Can I compare quantities up to 5 in different ways? • Can I recall some number bonds to 5? • Can I understand number stories to 5 (addition and subtraction)? • Can I order numbers to at least 5? • Can I use and understand positional language? • Can I describe a familiar route? • Can I discuss routes and locations? • Can I compare distances? 	<ul style="list-style-type: none"> • Can I count beyond 10? • Can I link numerals and amounts beyond 10? • Can I order numbers up to 10? • Can I understand number stories beyond 5 (addition and subtraction)? • Can I compare quantities to 10 in different ways? • Can I talk about and explore 3D shapes? 	<ul style="list-style-type: none"> • Can I count beyond 20? • Can I link numerals and amounts up to 20? • Can I subitise amounts up to 5? • Can I understand odds and evens? • Can I recall some double facts? • Can I understand how quantities can be distributed equally? • Can I compare heights? 	<ul style="list-style-type: none"> • Can I compose and decompose shapes? • Can I compare capacity? • Can I recall some number bonds to 10? • Can I link numerals and amounts beyond 20?
Songs and finger rhymes	(see yearly overview)				