

Curriculum Intent: Year Group __R__

MATHS

When:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme:	All about me and my family	The seasons	The world around us	People, cultures and communities	Growing and changes	In the past

YR Number and Place Value

- Develop fast recognition of up to 3 objects, without having to count them individually – subitising (Development Matters 3 and 4 year olds)
- Recite numbers past 5 (Development Matters 3 and 4 year olds)
- Say one number for each item in order: 1, 2, 3, 4, 5 (Development Matters 3 and 4 year olds)
- Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle) (Development Matters 3 and 4 year olds)
- Show ‘finger numbers’ up to 5. (Development Matters 3 and 4 year olds)
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. (Development Matters 3 and 4 year olds)
- Experiment with their own symbols and marks as well as numerals (Development Matters 3 and 4 year olds)
- Solve real word mathematical problems with numbers up to 5 (Development Matters 3 and 4 year olds)
- Compare quantities using language; ‘more than’, ‘fewer than’ (Development Matters 3 and 4 year olds)
- Count objects, actions and sounds (Development Matters – Reception)
- Subitise (Development Matters – Reception)
- Link the number symbol (numeral) with its cardinal number value (Development Matters – Reception)
- Compare numbers (Development Matters – Reception)
- Count beyond ten (Development Matters – Reception)
- **Have a deep understanding to 10, including the composition of each number.** (ELG)
- **Subitise (recognise quantities without counting) up to 5.** (ELG)
- **Verbally count beyond 20, recognising the pattern the counting system.** (ELG)
- **Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.** (ELG)
- **Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.** (ELG)

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YR Addition and Subtraction

- Understand the one more/one less than relationship between consecutive numbers (Development Matters – Reception)
- Explore the composition of numbers up to 10 (Development Matters – Reception)
- Automatically recall number bonds for numbers 0 to 5 and some to 10 (Development Matters – Reception)
- **Have a deep understanding to 10, including the composition of each number.** (ELG)
- **Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and same number bonds to 10, including double facts.** (ELG)
- **Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.** (ELG)

YR Measurement (including time)

- Make comparisons between objects relating to size, length, weight and capacity. (Development Matters 3 and 4 year olds)
- Being and describe a sequence of events, real or fictional, using words such as; ‘first’, ‘then’ ... (Development Matters 3 and 4 year olds)
- Compare length, weight and capacity (Development Matters – Reception) **YR Geometry Shape and Position**
- 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’ (Development Matters 3 and 4 year olds)
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. (Development Matters 3 and 4 year olds)
- Combine shapes to make new ones – an arch, a bigger triangle, etc.
- Understand position through words alone – for example, ‘The bag is under the table’ – with no pointing. (Development Matters 3 and 4 year olds)
- Describe a familiar route (Development Matters 3 and 4 year olds)
- Discuss routes and locations, using words like ‘in front of’ and ‘behind’. (Development Matters 3 and 4 year olds)
- Talk about and identifies the patterns around them. (Development Matters 3 and 4 year olds)
- Extend and create ABAB patterns. (Development Matters 3 and 4 year olds)
- Notice and correct an error in a repeating pattern. (Development Matters 3 and 4 year olds)
- Select, rotate and manipulate shapes in order to develop spatial reasoning skills (Development Matters – Reception)
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can (Development Matters – Reception)
- Continue, copy and create a repeating pattern (Development Matters – Reception)

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