Sequenced learning and skills Preschool age 2-4 and Reception

Mathematics EYFS Statutory 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 number	Mathematics is valued and promoted through purposeful learning opportunities across all areas of continuous provision, planned challenges, weekly song of the week and adult led input. During the planning process, careful consideration is given to the children's next steps. Each area of the continuous provision is equipped with relevant maths resources to enable children to practise and apply their mathematical knowledge and skills. Adults appreciate that maths can be taught everywhere and that the conceptual understanding of number is the basis for all other mathematical learning. They have a sound knowledge and deep understanding of mathematical concepts and vocabulary to enable them to teach the necessary foundation skills which children need to become fluent mathematicians. Within the environment adults capitalise on every opportunity to present mathematical problems for children to think about and solve. They support children in practising and applying their mathematical knowledge and skills by encouraging them to talk about their thinking, provide explanations and give reasons for their answers.
Preschool 0-3 years will be learning to:	We will support this by: Using non- statutory guidance, development matters, Birth to 5 and our own curriculum and:
• Combine objects like stacking blocks and cups. • Put objects inside others and take them out again. • Take part in finger rhymes with numbers.	• Early maths starts as soon as the children join Preschool. Through daily routines, snack time, the song of the week and carefully planned environment.

• React to changes of amount in a group of up to three items. • Compare amounts, saying 'lots', 'more' or 'same'. • Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. • Count in everyday contexts, sometimes skipping numbers – '1-2-3-5'. • Climb and squeeze themselves into different types of spaces. • Build with a range of resources. • Complete inset puzzles. • Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy • Notice patterns and arrange things in patterns	• Number songs • Mathematical resources in the continuous provision • Termly assessments • Puzzles in the continuous provision • Supportive adults and a language rich environment
Preschool 3-4 years will be learning to:	We will support this by:
• Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5. 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 tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5 • Experiment with their own symbols and marks as well as numerals.	• Daily routines, snack time, song of the week and a carefully planned environment • Mathematical resources in the continuous provision • Termly assessments • Puzzles in the continuous provision • Supportive adults and a language rich environment • Number songs-using hands and props • Books/ stories • Self-registration board • Number fans • Number lines

• Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: 'more than', 'fewer than'. • 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'. • Understand position through words alone – for example, "The bag is under the table," – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'. • Make comparisons between objects relating to size, length, weight and capacity. • 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. • Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. • Use informal language like 'pointy', 'spotty', 'blobs', etc. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern.	• Snack • Big group number, counting and recognition. • Height chart. • Scales. • Visual timetable and routine.

• Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'	
Reception will be learning to:	We will support this by:
• count objects, actions and sounds • subitise • link the number symbol (numeral) with its cardinal number value • count beyond 10 • compare numbers • understand the 'one more than or one less than' relationship between consecutive numbers • explore the composition of numbers to 10 • automatically recall number bonds for numbers 0 to 5 and some to 10 • select, rotate and manipulate shapes to develop spatial reasoning skills • compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can • continue, copy and create repeating patterns • compare length, weight and capacity	• Daily routines, snack time, song of the week and a carefully planned environment • Mathematical resources in the continuous provision • Termly assessments to identify gaps in learning • Adult led interventions to work on areas of weakness • Maths area within the classroom equipped with a range of mathematical resources, such as number fans, numicon, number lines, cubes, counters, counting bears, dice, measuring tapes etc to support the understanding of mathematical concepts. • Daily adult led maths sessions following the mastering number scheme. • Continuous provision with elements of maths woven in, such as measuring within the water play and construction areas. • Supportive adults and a language rich environment • Number songs • Books/ stories within the classroom to support maths. • Scales used within the classroom • Visual timetable and routine. • activities within the provision and adult led activities that focus on pattern development.