Intent	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 relationship between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding – such as 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 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.		
Key Vocabulary	Number, number names, more than, less than, one more, one less, more, same, equals, lots, forwards, backwards, subitise, 5's frame, 10's frame, point, touch, move, Balance, level, same, heavy, light, more, most, less, least, most, few, fewer, long, longer, longest, short, shorter, shortest, tall, taller, tallest, exactly (short for measuring all lengths, tall is for height, long is length) high, low, full, empty, half empty/half full, Forwards, backwards, left, right, next to, beside, on top, underneath, in front of, behind, first, then, after, before, morning, afternoon, evening, night time, earlier, later, too late, too soon, in a minute, Shape names (2D square, circle, triangle, rectangle, oval, semi-circle, rhombus (not a diamond), corners, sides, straight, curved, 3D cone, sphere, cylinder, cube, cuboid – sides, corners, edges, faces, flat, curved, round. pattern, repeating, colour, shape, size, stripes, spots, copy, continue		
Implementation Maths knowledge and understanding is developed throughout the year through:- Five frame registration Counting stories, songs and rhymes Numbers/shapes/patterns in the environment Daily opportunities in continuous provision:- • Sand area • Water area • Outdoor learning • Light table • Role play	I am beginning to take part in finger rhymes with numbers. I am beginning to react to changes of amount in a group of up to three items. I am beginning to compare amounts, saying 'lots', 'more' and 'same'. I am beginning to develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. I am beginning to count in everyday contexts, sometimes skipping numbers – '1-2-3-5' I am beginning to complete inset puzzles. I am beginning to compare sizes, weights etc., using gestures and language – 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. I am beginning to notice patterns and arrange things in patterns. I am beginning to climb and squeeze into different kinds of spaces I am beginning to build with a range of resources	I am developing fast recognition of up to 3 objects without counting them (subitising) I am becoming confident at reciting numbers past 5 I am developing my skills of saying one number name for each item in order: 1, 2, 3, 4, 5 I am beginning to understand that the last number reached when counting a small set of objects tells you how many in total (cardinal principle) I am beginning to show number fingers up to 5 I am beginning to link numerals and amounts I am beginning to experiment with my own symbols and marks as well as numerals I am beginning to solve real life mathematical problems with numbers up to 3 I am beginning to compare qualities using language more than, fewer than I am exploring and beginning to talk about 2D and 3D shapes I am beginning to select shapes appropriately and combine shapes to make new ones I am beginning to develop an understanding of positional language without pointing I am beginning to describe a familiar route	I have good recognition of up to 3 objects without counting them (subitising) I am confident at reciting numbers past 5 I can my skills of saying one number name for each item in order: 1, 2, 3, 4, 5 I understand that the last number reached when counting a small set of objects tells you how many in total (cardinal principle) I can show number fingers up to 5 I can link numerals and amounts I can experiment with my own symbols and marks as well as numerals I can to solve real life mathematical problems with numbers up to 5 I can compare qualities using language more than, fewer than I can explore and talk about 2D and 3D shapes and use mathematical language to describe them I can select shapes appropriately and combine shapes to make new ones I am confident at using positional language without pointing I can to describe a familiar route

• Construction and small world		I am developing to make comparisons relating to size, length, weight and capacity I am beginning to talk about and identify patterns around them I am beginning to create ABAB patterns I am beginning to describe a sequence of events, real or fictional	I can make comparisons relating to size, length, weight and capacity I can talk about and identify patterns I can create ABAB patterns I can describe a sequence of events, real or fictional