

Birth to Three Year-olds:

Mathematics
<ul style="list-style-type: none"> Combine objects like stacking blocks and cups. Put objects inside others and take them out again.
<ul style="list-style-type: none"> Take part in finger rhymes with numbers. React to changes of amount in a group of up to three items.
<ul style="list-style-type: none"> Compare amounts, saying 'lots', 'more' or 'same'. Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.
<ul style="list-style-type: none"> Count in everyday contexts, sometimes skipping numbers - '1-2-3-5'.
<ul style="list-style-type: none"> Climb and squeezing selves into different types of spaces. Build with a range of resources. Complete inset puzzles.
<ul style="list-style-type: none"> Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.
<ul style="list-style-type: none"> Notice patterns and arrange things in patterns.

Curriculum Links

EAD 3-4 years: Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details.

3 & 4-year-olds:	Autumn		Spring		Summer	
Number	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. Solve real world mathematical problems with numbers up to 5.				Maths Skills In Reception Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–10.	
Further Activities to support	Maths Together Time	Maths Together Time	Maths Together Time	Maths Together Time	Maths Together Time	Maths Together Time
Ongoing:	Regular opportunities for children to engage in Maths activities during CP both CI/AI – Maths Together Time sessions					
Shape, Space and Measure	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 identifies 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. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'				Shape, Space and Measure In Reception Select, rotate and manipulate shapes in order 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.	
Curriculum activities to support:	Number of the Day Maths activities available during CP Maths activities available in outside area					

