

Daily Skills





Maths should not only be taught during specific maths sessions but wherever possible throughout the day. The following should be utilised to support maths teaching:






- Days of the week song and talking about the day
- General counting e.g. counting how many bananas there are in the fruit box.
- Counting songs
- Use of ordinal numbers e.g. “Sam line up first, Lilly line up second...”
- Maths games such as track counting games
- Noticing maths in the environment e.g. asking children what they notice about a tree. They may say it is tall, has circles on etc.
- Incorporating maths in areas of continuous provision wherever possible e.g. an activity that matches numeral to quantity in the finger gym area.
- Incorporating maths in daily routines e.g. during registration time. If there are 3 children absent the children clap 3 times. Having labels on pencil pots with a representation of a number to show how many pencils go in that pot during tidy up time. Different representations of number on the ‘how many children can play here’ posters.

Key language

Cardinal	The number that identifies how many there are in a set
Numeral	The written symbol for a number e.g. 1, 2, 3
Subitise	Instantly recognise a small quantity without having to count how many there are.
More and fewer; more than and fewer than	Used when talking about an amount of objects
More and less; more than and less than	Used when talking about the number e.g. 2 is less than 4.

Key representations

Five Frames	
Numicon	
Fingers	
Dice	

Cubes	
Numerals	
Real life objects	
Number Blocks	
Drawing	

Autumn Overview

Geometry	Recognising, naming and matching colours
	Sorting by various attributes
	Continuing AB patterns
Measurement	Using the language of size
Number & Place Value	Grasping the Counting Principles
	Comparing amounts of objects

Guidance

Autumn 1

Colours (2 weeks)	Recognising, naming and matching colours
Sorting (2 weeks)	Sorting by various attributes
Pattern (2 weeks)	Continuing AB patterns

Recognising and naming colours

Key Vocabulary: notice, match, same, colour

Sorting

Key Vocabulary: sort, notice, groups, sets, same, different

Pattern

Key Vocabulary: pattern, continue, notice, next

Autumn 2

Size (1 week)	Using the language of size
Counting Principles (2 weeks)	One-one principles, stable-order principle, cardinal principle, abstraction principle, order-irrelevance principle
Comparing (2 weeks)	Comparing amount of objects

Size

Key Vocabulary: notice, big, large, small, little
The _____ is smaller/larger than the _____.

Counting principles

Key vocabulary: count, how many, total, altogether, cardinal number
The cardinal number is _____.

Comparing

Key vocabulary: compare, more, fewer, same, equal
There are more _____ than _____ / there are fewer _____ than _____.

Spring Overview

Number & Place Value

Understanding Number 1

Understanding Number 2

Understanding Number 3

Understanding Number 4

Understanding Number 5

Understanding Number 6

Guidance

Spring 1

Number One	Exploring and understanding number 1
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Number Two	Exploring and understanding number 2
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Number Three	Exploring and understanding number 3
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Number 1 , 2 , 3

Key vocabulary: number, numeral, subitise, represent, how many, count, cardinal, first/second/third etc

Spring 2

Number Four	Exploring and understanding number 4
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Number Five	Exploring and understanding number 5
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Number Six	Exploring and understanding number 6
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Number 4 , 5 , 6

Key vocabulary: number, numeral, subitise, represent, how many, count, cardinal, first/second/third etc

Summer Overview

Shape & Space

Shapes

Measurement

Ordering the events of our day

Length and Height

Weight

Capacity

Shape & Space

Positional Language

Guidance

Summer 1

Shapes

Focus on properties of shapes

My Day

Ordering events of the day

Length and height

Long, short, tall and comparing lengths

Shapes

Key vocabulary: edge, curve, straight, round, flat, sides, face, corner, smooth **Note: This is for staff to model.**

My Day

Key vocabulary: first, next, then, last

Length and height

Key vocabulary: long, short, tall, longer than, shorter than, taller than
The _____ is longer/shorter/taller than the _____.

Summer 2

Weight

Light and heavy and comparison

Capacity

Full, half full, empty and comparison

Positional language

Using language related to position and direction

Weight

Key vocabulary: Heavy, heavier than, light, lighter than, balanced
The _____ is heavier than/lighter than the _____.

Capacity

Key vocabulary: full, half full, empty, most, least
The container is full/half full/empty. The _____ holds the most/least water.

Positional language

Key vocabulary: in, on, under, up, down, across, in front of, behind, on top of.
The _____ is (*position*) the _____.