**Intent:**

Our children will leave the Foundation Stage at Tarporley CE Primary School having learnt how to make sense of the world around them through developing their ability to calculate, reason and solve problems. At Tarporley CE, children are encouraged to make mistakes in a safe and supportive environment. They are supported to discuss these misconceptions with their peers and staff alike. Here at Tarporley CE, we place oracy at the heart of our learning through shared work and class discussions. Use of appropriate vocabulary is modelled throughout lessons by both staff and children, allowing everyone to ‘talk like a mathematician’. Once a child can articulate their understanding of a concept, they can truly begin to make connections within their learning. Children will become true masters of numbers to 10.

**Implementation:**

During the Early Years, children become familiar with the idea of numbers through songs, counting small numbers of objects, beginning to use marks to represent numbers and starting to recognise numbers in the environment. Pupils will have had ample opportunities to develop their mathematical skills through lessons which are planned and sequences so that new knowledge ad skills build on what has been taught before. Staff refer to the calculation policy when teaching addition and subtraction methods. We follow a concrete, pictorial and then abstract approach with the focus being on concrete and pictorial methods in the early years. Children in the Early Years use positional language, prepositions and ordinal numbers. children are encouraged to show an interest in shapes in the environment and to talk about the shapes of everyday objects. They are able to describe 2D and 3D shapes using the correct language and begin making and recognising repetitive patterns. This prepares them appropriately for the expectations of the National Curriculum. In the Early Years, maths is strongly linked to the adventure being taught giving real purpose to the subject. With our Christian values at the heart of everything we do, children are encouraged to make mistakes, confidently explain their ideas and be resilient in their problem solving.

Below shows the progression of skills that build towards the Mathematics Early Learning Goals.

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|  | **Number** | | | | | | | | | |
| **Counting and Cardinality** | | **Composition** | | **Comparison** | **Pattern** | | **Shape/Space** | | **Measures** |
| **Baseline**  - Show ‘finger numbers’ up to 5  **On Track Check Point 1**  - Subitise 1-5 using a tens frame or objects  -Notice numbers within numbers  -------------------------------  **On Track Check Point 2**  - Subitises 1-10 using a tens frame or objects  --------------------------------  **ELG:**  **Subitise (recognise quantities with counting) up top 5** | | **Baseline**   |  | | --- | | - Say number names in order to 5 and beyond |   - Say 1 number name per item to 3  - Know the last number is ‘how many’  **On Track Check** **Point 1**  - Recall number bonds 1-5  -Systemically partition sets of objects 1-5 on a part whole model  -Use inverse operations  **On Track Check Point 2**  - - Recall number bonds 6-10  -Systemically partition sets of objects 6-10 on a part whole model  -Use inverse operations  -identify doubles  **ELG:**  **Automatically recall number bonds to 5, some number bonds to 10, including some doubles facts** | | **Baseline**  - Match numerals to amounts to 5  **On Track Check Point 1**  - Compare numbers using vocab more/less  -Find one more and less on a number track  **On Track Check Point 2**  - -Find one more and less using mental strategies | **Baseline**  - Talk about and identify patterns around them using language like ‘pointy’, spotty’ and ‘blobs’ etc  **On Track Check Point 1**  -Complete, copy and make own ABAB, ABC, ABB and ABBC patterns  -Make generalisations  **On Track Check Point 2**  - Identify symmetry and reflections using a mirror | | **Baseline**  - Talk about and explore shapes using lamguage such a ‘straight’, ‘flat’ and ‘round’  -select shapes appropriately for building  **On Track Check Point 1**  -Identify 2D shapes and their properties  -Use spatial vocabulary  **On Track Check Point 2**  **-** Identify 3D shapes and their properties  -Learn relationships between shapes  - Eotate shapes | | **Baseline**  -Make comparisons between objects relation to size, weight, length and capacity  -Begin to describe a sequence of events  **On Track Check Point 1**  - Compare two or three objects by height and length  **On Track Check Point 2**  - Compare two or three objects by mass and capacity  -Sequence simple events |
| **ELG:**  **Have a deep understanding of each number to 10, including the composition of each number** | | | **National Curriculum Year 1:**  **Compare, describe and solve practical problems for length, weight, capacity and time**  **Measure and begin to record length, weight, capacity and time** | | |
| **Provisions** | Number songs and counting rhymes, counting stories, square paper, whiteboard, pens, clipboards, pencils , objects to count, numberblocks, unifix, dice, jigsaws, games, hoopps, part whole models, bar models, counters, compare bears, numicon | | | | Number songs and counting rhymes, counting stories, square paper, whiteboard, pens, clipboards, pencils, objects to count, numberblocks, unifix, dice, jigsaws, games, hoopps, part whole models, bar models, counters, compare bears, numicon, mirrors, symmetry pictures, number lines | | | 2D shapes, 3D shapes, balance scales, timers, stop watches, rulers, measuring tapes, pencils clipboards, paper, bee bots, iPads, maps, clocks, jigsaws, daily calendar, visual timetable, number songs and counting rhymes, counting stories, plastic shapes, large and small blocks | | |
|  | | **Numerical Patterns** | | | | | | | | |
|  | | **Counting and Cardinality**  **Baseline**   |  | | --- | | - Say number names in order to 5 and beyond |   - Say 1 number name per item to 3  - Know the last number is ‘how many’  **On Track Check Point 2**  - Count up and backwards to 10 and then 20  -Order numerals to 10 and backwards  **On Track Check Point 3**  - Count beyond 20 noticing the pattern in tens and ones  **ELG:**  **Verbally count beyond 20, recognising the pattern of the counting system** | | **Pattern (Number)**  **Baseline**  - Compare quantities using ‘more than’ and ‘fewer than’  **On Track Check Point 1**  - Complete, copy and make own ABAB, ABC, ABB and ABBC patterns  -Make generalisations  **On Track Check Point 2**  - Staircase patterns linked to 1 more and 1 less.  -Order numerals to 10 and back from 10  -Identify odd and even numbers using numicon  - identify and describe doubles and halves in practical problems  **-**Focus on sharing fairly | | | **Composition** | | **Pattern (Number)**  **Baseline**  - Compare quantities using ‘more than’ and ‘fewer than’ | |
| **Baseline**   |  | | --- | | - Say number names in order to 5 and beyond |   - Say 1 number name per item to 3  - Know the last number is ‘how many’ | |
| **On Track Check** **Point 1**  - Recall number bonds 1-5  -Systemically partition sets of objects 1-5 on a part whole model  -Use inverse operations  **On Track Check Point 2**  - - Recall number bonds 6-10  -Systemically partition sets of objects 6-10 on a part whole model  -Use inverse operations  -identify doubles | | **On Track Check Point 1**  - Complete, copy and make own ABAB, ABC, ABB and ABBC patterns  -Make generalisations | |
| **On Track Check Point 2**  - Staircase patterns linked to 1 more and 1 less.  -Order numerals to 10 and back from 10  -Identify odd and even numbers using numicon  - identify and describe doubles and halves in practical problems | |
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| **ELG:**  **Explore and represent patterns within numbers to 10, including evens and odds, doubles facts and how quantities can be distributed evenly** | | | | | **ELG**  **Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or same as another quantity.** | |
| **Provisions** | | Number songs and counting rhymes, counting stories, square paper, whiteboard, pens, clipboards, pencils, counting stick, objects to count, numberblocks, unifix, dice, jigsaws, games, hoopps, part whole models, bar models, counters, compare bears, numicon, number line, hundred square | | Number songs and counting rhymes, counting stories, square paper, whiteboard, pens, clipboards, pencils, objects to count, numberblocks, unifix, dice, jigsaws, games, hoopps, part whole models, bar models, counters, compare bears, numicon | | | Number songs and counting rhymes, counting stories, square paper, whiteboard, pens, clipboards, pencils, objects to count, numberblocks, unifix, dice, jigsaws, games, hoopps, part whole models, bar models, counters, compare bears, numicon | | Number songs and counting rhymes, counting stories, square paper, whiteboard, pens, clipboards, pencils, objects to count, numberblocks, unifix, dice, jigsaws, games, hoopps, part whole models, bar models, counters, compare bears, numicon, number line, hundred square | |

**Impact:**

Most children achieve the Mathematics Early Learning Goal by the end of Reception. They are confident in their early numeracy skills and ready for the challenge of National Curriculum. Children know how maths can be used in real life contexts such as baking and apply their skills in different contexts. They are able to recall number facts quickly and have a deep understanding of the composition of numbers. Children who have gaps in their knowledge receive the appropriate support and intervention.

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