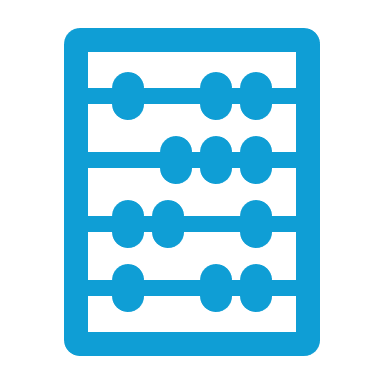
Mathematics

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**Mathematics- Tiny Steps**

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| Maths | Tiny Steps | Development Matters & Birth to 5 | **2-3 Year Olds**  Children will combine object such as stacking blocks and cups.  Children will put objects inside each other and take them out again.  Children will begin to take part in finger rhymes with numbers.  Children will explore using shape sorters and puzzles. | | **2-3 Year Olds**  Children will begin to compare sizes, bigger, smaller, little.  Children will bgin to use number language in their play, beginning to sequence numbers orally 0-5.  Children will demonstrate matching and sorting skills within their play.  Children will notice and comment on patterns including spots and stripes etc. | | **2-3 Year Olds**  Children begin to use the language of weight in everyday contexts and through stories and rhymes.  Children explore space within the indoors and outdoor environment using their bodies to climb and travel through, over and under equipment to gain special awareness.  Children will use objects and actions in everyday contexts and counting up to 3 fingers.  Children will begin to notice numerals in the environment and make comments on what they see on doors, buses, clocks etc. | |
| **3-4 Year Olds**  Children will recognise the colour red.  Children will recognise the colour blue.  Children will recognise the colour yellow.  Children will recognise the colour green.  Children will recognise the colour purple.  Children will recognise colours.  Children will recognise matching buttons.  Children will recognise matching shoes.  Children will recognise and create matching towers.  Children will match number shapes.  Children will match the same size.  Children will match prints.  Children will sort by size.  Children will sort by colour.  Children will sort by shape.  Children will sort and talk about what they notice.  Children will sort by identifying similarities. | **3-4 Year Olds**  Children will subitise (number 1).  Children will count (number 1).  Children will match the numeral to amounts (number 1).  Children will subitise dice patterns (number 2).  Children will subitise different patterns (number 2).  Children will subitise different sizes and patterns (number 2).  Children will say one number for each item (number 2).  Children will link the numeral to amounts (number 2). This will include different fonts and images.  Children will colour AB patterns.  Children will extend AB patterns.  Children will fix AB patterns.  Children will extend ABC colour patterns.  Children will explore outdoor ABC patterns.  Consolidation: sorting and matching, counting, pattern. | **3-4 Year Olds**  Children will subitise dice patterns (number 3).  Children will subitise different patterns (number 3).  Children will subitise (number 3).  Children will count (number 3).  Children will be introduced to the numeral 3.  Children will explore the composition of 3.  Children will recognise triangles.  Children will count (number 4).  Children will be introduced to the numeral 4.  Children will recognise squares and rectangles.  Children will explore the composition of 4.  Children will count (number 5).  Children will be introduced to the numeral 5.  Children will recognise pentagons.  Children will explore the composition of 5. | **3-4 Year Olds**  Consolidation: subitising, counting, numerals.  Children will count (number 6). This will include 1:1 correspondence, in the context of pennies and on a ten frame.  Children will explore tall and short.  Children will explore long or short.  Children will explore tall / long or short.  Children will be introduced to balance scales.  Children will investigate lighter.  Children will explore heavier or lighter.  Children will explore full or empty.  Children will explore nearly full or nearly empty.  Children will compare containers.  Consolidation: length, mass, capacity. | **3-4 Year Olds**  Children will sequence pictures from a nursery rhyme.  Children will sequence pictures from their daily routine.  Children will sequence pictures from a familiar story.  Children will explore position (on and under).  Children will explore position (in and out).  Children will explore position (in front or behind).  Children will compare groups using more than.  Children will compare groups using fewer than.  Children will compare groups using more than and fewer than.  Children will explore circles (2D shapes).  Children will explore triangles (2D shapes).  Children will explore rectangles (2D shapes).  Children will explore cubes and cuboids (3D shapes).  Children will explore cylinders (3D shapes).  Children will explore spheres (3D shapes).  Consolidation: sequencing, position, more or fewer. | **3-4 Year Olds**  Children will explore the different pairs of numbers that make up number 3.  Children will explore the different pairs of numbers that make up number 4.  Children will recap the different pairs of numbers that make up 3, 4 or 5.  Children will explore and find what comes after each number (number line, number track).  Children will explore and find what come before each number (number line, number track).  Children will explore numbers to 5.  Consolidation: shape patterns, more or fewer, what comes before or after, composition. |
| **Observational Checkpoint:** Can children subitise to 3? Can children count in correspondence to 5? Can children rote count beyond 5? Can children compare quantities, size, length, weight and capacity? Can children talk about 2D and 3D shapes? Can children use positional language? Can children select shapes appropriately? Can children create a repeating pattern? | | | | | | | |