

Numeracy Curriculum Web: Foundation Stage

Autumn		Spring		Summer	
Nursery Numbers	<ul style="list-style-type: none"> • Selects a small number of objects from a group when asked, for example, <i>'please give me one'</i>, <i>'please give me two'</i>. • Recites some number names in sequence. • Creates and experiments with symbols and marks representing ideas of number. • Begins to make comparisons between quantities. • Uses some language of quantities, such as <i>'more'</i> and <i>'a lot'</i>. • Knows that a group of things changes in quantity when something is added or taken away. 	Nursery Numbers	<ul style="list-style-type: none"> • Uses some number names and number language spontaneously. • Uses some number names accurately in play. • Shows curiosity about numbers by offering comments or asking questions. • Shows an interest in numerals in the environment. • Realises not only objects, but anything can be counted, including steps, claps or jumps. • Recites numbers in order to 10. • Beginning to represent numbers using fingers, marks on paper or pictures. • Shows an interest in representing numbers. • Knows that numbers identify how many objects are in a set. • Shows an interest in number problems. 	Nursery Numbers	<ul style="list-style-type: none"> • Sometimes matches numeral and quantity correctly. • Compares two groups of objects, saying when they have the same number. • Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.
Nursery Space, Shape & Measures	<ul style="list-style-type: none"> • Shows an interest in shape and space by playing with shapes or making arrangements with objects. • Shows interest in shapes in the environment. • Beginning to talk about the shapes of everyday objects, e.g. <i>'round'</i> and <i>'tall'</i>. 	Nursery Space, Shape & Measures	<ul style="list-style-type: none"> • Uses positional language. • Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. 	Nursery Space, Shape & Measures	<ul style="list-style-type: none"> • Shows awareness of similarities of shapes in the environment. • Uses shapes appropriately for tasks
Reception Numbers	<ul style="list-style-type: none"> • Recognise some numerals of personal significance. • Recognises numerals 1 to 5. • Counts up to three or four objects by saying one number name for each item. • Counts actions or objects which cannot be moved. • Counts out up to six objects from a larger group. • Counts an irregular arrangement of up to ten objects. • Uses the language of <i>'more'</i> and <i>'fewer'</i> to compare two sets of objects. • Says the number that is one more than a given number. • Finds one more or one less from a group of up to five objects, then ten objects. • Records, using marks that they can interpret and explain. 	Reception Numbers	<ul style="list-style-type: none"> • Counts objects to 10, and beginning to count beyond 10. • Selects the correct numeral to represent 1 to 10, then 1 to 20 objects. • Begins to identify own mathematical problems based on own interests and fascinations. • In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. • Finds the total number of items in two groups by counting all of them. • Estimates how many objects they can see and checks by counting them. 	Reception Numbers ELG	<ul style="list-style-type: none"> • Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. • Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. • They solve problems, including doubling, halving and sharing.
Reception Space shape & Measures	<ul style="list-style-type: none"> • Selects a particular named shape. • Uses familiar objects and common shapes to create and recreate patterns and build models. • Orders two or three items by length or height. • Orders two items by weight or capacity. • Orders and sequences familiar events. 	Reception Space shape & Measures	<ul style="list-style-type: none"> • Can describe their relative position such as <i>'behind'</i> or <i>'next to'</i>. • Beginning to use mathematical names for <i>'solid'</i> 3D shapes and <i>'flat'</i> 2D shapes, and mathematical terms to describe shapes. • Beginning to use everyday language related to money. • Uses everyday language related to time. • Measures short periods of time in simple ways. 	Reception Space shape & Measures ELG	<p>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</p> <ul style="list-style-type: none"> • They recognise, create and describe patterns. • They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

