**NUMERACY: Skills to cover over the year**

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| **Mths** | **Number** | **Shape, Space and Measure** |
| 22-36 | * Selects a small number of objects from a group when asked, for example, *‘please give me one’, ‘please give me two’.*
* 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 *‘more’* and *‘a lot’.*
* Knows that a group of things changes in quantity when something is added or taken away
 | * Notices simple shapes and patterns in pictures.
* Beginning to categorise objects according to properties such as shape or size.
* Begins to use the language of size.
* Understands some talk about immediate past and future, e.g. ‘*before*’, ‘*later*’ or ‘*soon*’.
* Anticipates specific time-based events such as mealtimes or home time
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| 30-50 | * Uses some number names and number language spontaneously.
* Uses some number names accurately in play.
* Recites numbers in order to 10.
* Knows that numbers identify how many objects are in a set
* Beginning to represent numbers using fingers, marks on paper or pictures.
* Sometimes matches numeral and quantity correctly.
* Shows curiosity about numbers by offering comments or asking questions.
* Compares two groups of objects, saying when they have the same number.
* Shows an interest in number problems.
* Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.
* Shows an interest in numerals in the environment.
* Shows an interest in representing numbers.
* Realises not only objects, but anything can be counted, including steps, claps or jumps
 | * Shows an interest in shape and space by playing with shapes or making arrangements with objects.
* Shows awareness of similarities of shapes in the environment.
* Uses positional language.
* Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.
* Shows interest in shapes in the environment.
* Uses shapes appropriately for tasks.
* Beginning to talk about the shapes of everyday objects e.g. ‘round’ or ‘tall’
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| 40-60 | * 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 objects to 10, and beginning to count beyond 10.
* Counts out up to six objects from a larger group.
* Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.
* Counts an irregular arrangement of up to ten objects.
* Estimates how many objects they can see and checks by counting them.
* Uses the language of ‘more’ and ‘fewer’ to compare two sets of objects.
* Finds the total number of items in two groups by counting all of them.
* 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.
* In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.
* Records, using marks that they can interpret and explain.
* Begins to identify own mathematical problems based on own interests and fascinations.
 | * Beginning to use mathematical names for ‘solid’ 3D shapes and ‘flat’ 2-D shapes, and mathematical terms to describe shapes.
* Selects a particular named shape.
* Can describe their relative position such as ‘*behind*’ or ‘*next to*’.
* Orders two or three items by length or height.
* Orders two items by weight or capacity.
* Uses familiar objects and common shapes to create and recreate patterns and build models.
* Uses everyday language related to time.
* Beginning to use everyday language related to money.
* Orders and sequences familiar events.
* Measures short periods of time in simple ways.
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**Weekly Long Term Overview**

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|  | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 | Week 14 |
| Days of the Week/Count to 100/Looking at Visual Timetable to talk about ‘My Day’ - Daily |
| Autumn | **Allow for a variety of Numeracy opportunities within the provision.** **Assess children’s current skills and baseline them.** | Number* Focus on numbers 1-5. Explore their number names and ensure that children can correctly identify these numbers.
* Look for numbers in the environment.
* Sing number songs and rhymes – can be included throughout the day as well as teaching discretely.
* Counting up – counting our claps, stamps, jumps etc.
 | Shape* Look for shapes in the environment.
* Learn the names for triangle, circle, square and rectangle.
* Begin to look at describing them in simple terms e.g. round, tall.
 | Counting Objects and 1-1 Correspondence* Choosing a specific number of objects from a group
* Touch counting to check objects
* Comparing quantities and using language of comparison
* Looking at how groups of things can change when items are added or taken away.
 | Consolidation |
| Spring | Recap skills from previous term to ensure that children are secure in their skills | Representing Number * Use previous number skills, look at how we represent number. Show number on fingers, draw the number, draw objects etc.
 | Shape and Patterns* Introduce simple terms for properties. Start exploring sides, corners for the 4 basic shapes
* Using shapes to make models and explaining how they’ve used them.
* Creating simple patterns
 | Prepositional Language* Look at basic language; on top, behind, next to, under.
 | Number* Recap numbers 1-5 to ensure a sound understanding
* Look at numbers 6-10
* Know how to recognise and match quantities of these.
* Look at representing these numbers
 | EstimatingUsing cdn’s knowledge of number talk about estimating and see if they can estimate how many are in a group and check. | Consolidation |  |
| Summer | Recap skills from previous term to ensure that children are secure in their skills | Size, Weight and Capacity* Explore language related to these
* Look at comparing and ordering these by their qualities.
* Order items into groups of 2/3.
 | Money* Look at language related to money.
* Use a lot of role play to aid this.
 | Time* Look at language related to time.
* Sequence events of the day.
* Look at how we can measure time and begin to do this – this can be done throughout the provision throughout the year.
 | One More/One Less* Look at adding one more and one less to a group and talk about how it changes.
 | Simple Number Problems* Beginning to look at simple number problems and represent them using marks they can interpret and explain.
* Introduce language for addition and subtraction.
 | Consolidation |  |