**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 |
| 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’ |
| 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. |

**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 | | Estimating  Using 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 | |  | |