

| Development Matters – Reception | | Look, Listen and Note | |
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| <p>-Count objects, actions and sounds. -Subitise. -Link the number symbol (numeral) with its cardinal number value. -Count beyond ten. -Compare numbers. -Understand the 'one more than/one less than' relationship between consecutive numbers. -Explore the composition of numbers to 10. -Automatically recall number bonds for numbers 0–10. -Select, rotate and manipulate shapes in order to develop spatial reasoning skills. -Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. -Continue, copy and create repeating patterns. -Compare length, weight and capacity.</p> <p>ELG: Number Children at the expected level of development will: - Have a deep understanding of number to 10, including the composition of each number - Subitise (recognise quantities without counting) up to 5 - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>ELG: Numerical Patterns Children at the expected level of development will: - Verbally count beyond 20, recognising the pattern of the counting system - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> | <p style="text-align: center;">Maths Area</p> <p style="text-align: center;">Adults support and challenge children's learning and thinking through observation, participation, hand over hand help and role modelling</p>  | <p style="text-align: center;">Effective Practice</p> <p>Adults to introduce vocabulary (use of words, symbols and signs) eg- More, less, bigger, smaller, Longer, taller, shorter, Higher, lower, full, empty, heavy, light, too much, little, same, different, balance, measure, weigh, add, take away, all together, names of numbers, shapes, days, months of year, coins, round, flat, straight, curvy. Adults to ask simple questions to extend learning (using a range of closed and open questions) e.g- How much more do you have? How many bears are there? Which one is the heaviest? Who is taller? Can you make a pattern? Which number is missing? Which shape has more sides? What 3D shape is this? How many do we have altogether?</p> | <p>Resources</p> <p>Jigsaws, Multilink, Sorting equipment, Number lines,numicon, tracks and squares, Washing line, tape measuresPlastic/magnetic numbers, Number rhymes and songs (CD/tape), Peg boards, Abacus, Clocks, Calculators, Sand timers, Scales, Shapes (2D and 3D), Number and information books, Beads, cotton reels, threading, Measuring containers, Transportable maths box, Real coins, Notepads and pens, Clip boards, Calculators Catalogues, Games – track, dice, matching, sorting, colour, shape, size, dominoes, card games, Calendars, diaries, telephone directories. Plus other resource enhancements throughout the year</p> |
| | | | <p>Intended Experiences</p> <p>Develop self esteem, confidence and the ability to self organise. Share and use equipment, work co-operatively and with respect. Make choices, listen, respond and communicate ideas. Have opportunities to develop ability to count. Opportunities to recognise and order numbers 1 to 9. Play mathematical games, developing their ability to form good relationships with peers and develop mathematical skills through games.</p> |

**Provision Area Overview
School**

The Grange Primary

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| <p>Begin to recognise 2D shapes and 3D solids, and use their names in familiar contexts. Positive and enjoyable mathematical experiences. Exploring addition, subtraction and writing numbers. Enhanced provision; resources to be added linked to current topic and children's interests.</p> | <ul style="list-style-type: none"> ● Maintaining focus on their activity for a period of time ● Showing high levels of energy, fascination ● Not easily distracted ● Paying attention to details <p><u>Creating & Thinking Critically (thinking)</u></p> <ul style="list-style-type: none"> ● Thinking of ideas ● Making links and noticing patterns in their experience | <ul style="list-style-type: none"> ● Stimulate children's interest through shared attention, and calm over-stimulated children. ● Encourage children to learn together and from each other. <p><u>Creating & Thinking Critically (thinking)</u></p> <ul style="list-style-type: none"> ● Value questions, talk, and many possible responses, without rushing toward answers too quickly <p>Support children's interests over time, reminding them of previous approaches and encouraging them to make connections between their experiences.</p> | <ul style="list-style-type: none"> ● Ensure children have time and freedom to become deeply involved in activities ● Keep significant activities out instead of routinely tidying them away <p><u>Creating & Thinking Critically (thinking)</u></p> <p>Plan linked experiences that follow the ideas children are really thinking about</p> |
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