

Impact

Our mathematics curriculum facilitates sequential learning and long-term progression of knowledge and skills. Children are provided with regular opportunities to demonstrate acquired knowledge through high quality questioning, discussion, modelling and explaining, assessment, both during lessons and at the end of lessons or units. This will enable children across the school to alter their long-term memory and equip them with the mathematical fundamentals needed to succeed in life and approach mathematics with independence, enthusiasm and resilience- knowing more, remembering more and being able to do more as mathematicians.

EYFS

Mathematics	<p>Children in Reception Ongoing: Count objects, actions and sounds. Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>ELG's Ongoing: Number Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5.</p>
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Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds up to 10, including double facts.

Numerical Patterns

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.

Select, rotate and manipulate shapes in order to develop spatial reasoning skills.	Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value. Explore the composition of numbers to 10. Compare length.	Subitise. Count objects, actions and sounds. Count beyond 10. Compare numbers. Continue, copy and create repeating patterns.	Subitise. Understand the 'one more than/one less than' relationship between consecutive numbers. Automatically recall number bonds for numbers 0-10. Compare weight.	Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.	Compare capacity.
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