

Intent What am I learning to do?	Implementation
<u>Number</u> • Notice and talk about patterns. • Copy a simple pattern. • Continue a simple pattern. • Comparing objects by size, shape and quantity. • Counting and matching one to one to at least 10. • Count irregular arrangements of objects. • To know that the last number in a count of objects is the total amount. • Count actions or objects that cannot be moved up to 20 and then beyond. • Count out objects from a larger group. • Compare quantities (within 10). • Explore the composition of numbers to ten – separating a group of objects in different ways understanding that the total is the same. • Begin to partition teen numbers. • Understand 1 more and 1 less. • Sequence numerals. • Begin to identify odd and even numbers. • Recall some doubles. • Share objects. • Halve a group of objects. <u>Early Learning Goal</u> • Children verbally count beyond 20, recognizing the pattern of the number system. • Children compare quantities upto 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Children explore and represent patterns within numbers upto 10, including evens and odds, double facts and how quantities can be distributed equally.	<u>CP Enabling environments</u> Cosy Den: books and rhymes with mathematical links. Workshop: sorting materials, using resources to create patterns, observing patterns in materials. Playdough Factory: opportunities for pattern making, counting, sharing, halving. Message centre: pattern making, writing numbers, number lines. Building Zone: opportunities for sorting, counting, comparing and matching. For example, counting the blocks used in a tower, has your friend used more or less blocks? Using blocks for patterns, sharing, halving, doubling. Rainbow Cottage: opportunities for sorting, counting, comparing and matching. For example, count the eggs in the egg box. How many more eggs do you need to fill it? Writing numbers, sharing equipment. I have 5 cookies, you have 6. Who has more/less? Carpet Kingdom: class stories/rhymes with a maths focus. Far away Kingdom including forest school: comparing amounts of scoops different sand/water containers hold. Counting opportunities in games, sharing equipment, creating patterns. Maths games/loose parts such as mosaic tiles, beads, peg boards, cubes, compare bears, coloured lollipop sticks, shells, discs, counters, are available in the provision for children to access and use in counting and pattern making. Maths sessions are planned for on a daily basis using a weekly theme. The White Rose scheme is used as a basis for maths planning. <u>Vocabulary</u> Count, number, numeral, pattern, repeating, more, less, fewer, most, fewest, same as, share, fairly, equally, double, halve, sequence, partition, odd, even. <u>Impact</u> <u>By the end of Foundation stage I can...</u> • Identify and talk about patterns. • Add and subtract 1. • Recognise an amount in different arrangements. • Sort and match • Give reason for my answers. • Solve problems • Compare quantities knowing which set has more/fewer/the same amount. • Count and sequence numbers. • Partition teens numbers. • Identify odd and even numbers. • Recall doubles. • Share quantities fairly, knowing when an amount cannot be shared equally.