



Inspiring Futures: Making Memories

Learning creatively with:

High expectations; Integrity; Respect; Resilience & Determination TOGETHER



Curriculum Map EYFS - Nursery

White Rose Maths	White Rose Maths	White Rose Maths
<p>Nursery:</p> <p>Number: Activities to develop and Promote - Using Number names in Play. Subitising up to 3 objects. Representing Numbers to 5.</p> <p>Numerical Patterns: Know that the last number counted tells 'how many'. Begin to recite numbers in order. Compare quantities using 'more' and 'fewer than'. Use positional vocabulary. Talk about and identify patterns around them. Begin to make comparisons between objects relating to size, weight and capacity. Begin to talk about and explore 2/3 shapes. Use 2/3D shapes appropriately.</p> <p>Books to support: See below</p>	<p>Nursery:</p> <p>Number: Activities to develop and Promote - Using Number names in Play. Subitising up to 3 objects. Representing Numbers to 5. Make links between numerals and amounts. Experiment with their own symbols and Marks as well as numerals.</p> <p>Numerical Patterns: Know that the last number counted tells 'how many'. Begin to recite numbers in order. Compare quantities using 'more' and 'fewer than'. Use positional vocabulary. Describe routes. Talk about and identify patterns around them. Begin to make comparisons between objects relating to size, weight and capacity. Begin to talk about and explore 2/3D shapes, using beginning to use mathematical language.</p> <p>Books to support: See below</p>	<p>Nursery:</p> <p>Number: Activities to develop and Promote - Using Number names in Play. Subitising up to 3 objects. Representing Numbers to 5. Make links between numerals and amounts. Experiment with their own symbols and Marks as well as numerals. Solve 'real world' problems with numbers up to 5.</p> <p>Numerical Patterns: Know that the last number counted tells 'how many'. Begin to recite numbers in order. Compare quantities using 'more' and 'fewer than'. Use positional vocabulary. Describe routes. Talk about and identify patterns around them.</p>



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		<p>Begin to make comparisons between objects relating to size, weight and capacity.</p> <p>Begin to talk about and explore 2/3D shapes, using beginning to use mathematical language.</p> <p>Extend and create patterns, noticing and correcting errors.</p> <p>Be able to sequence events using adverbials of time.</p>
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Books to support

<p>Jack the Builder Stuart J Murphy 1 moose 20 mice Stelle Blackstone 1 to 10 and back Again Nick Sharatt A Dozen Duckling Lost and Found Harriet Ziefert Which is Round? Which is Bigger? Mineko Marmada 1 is a snail, 10 is a crab April and Jeff Sayre 1 is 1 Tasha Tudor 10 on a train John O'Leary 20 Big Trucks in the Middle of the Street Mark Lee</p>	<p>Which One Doesn't Belong? Christopher Danielson Snail Trail a Journey Through Modern Art Jo Saxton This is the story of Alison Hubble Alan Ahlburg 2 of everything Lily Hong Double Dave Sue Hendra Double the Ducks Stuart J Murphy The Doorbell Rang Pat Hutchins Bean Thirteen Matthew McElligott One Hungry Cat Joanne Rocklin Ness the Nurser Nick Sharrett One Odd Day Doris Fisher</p>	<p>Pete the Cat and the Missing Cupcakes K&J Dean Under Water Counting Jerry Pallotta Mr Gumpy's Motorcar John Burningham Billy's Bucket & How many Legs? Kes Grey Mr Archimedes' Bath Pamala Allen Once upon a time Map Book B.G. Hennessey In Every House on Every Street Jess Hitchman</p>
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