





**Subject Intent**





The Colchester hub Maths Curriculum allows our children to learn in small, concise steps, enabling them to achieve the fluency and understanding required to become confident and successful mathematicians. Chappel and Langenhoe use Mastering Number. Holy Trinity and Fordham use White Rose Maths. Both these schemes are used to support specific teaching through small steps through both adult-led activities and continuous provision. The schemes aim to explore numbers in a concrete way so children gain a deep understanding of their place value within the number system and the different ways they are composed.

Children are also provided with a variety of opportunities to develop their understanding of number, shape, measure and spatial thinking.

The scheme is designed to allow for key mathematical concepts to be revised and developed throughout the year and skilled questioning is used by practitioners to provide challenge, scaffold thinking and assess understanding.

Maths

| Aspect | Key Knowledge Vocabulary | Skills Progression | | | | | Rationale | |
|--------|---|---|--|--|---|--|---|---|
| | |  3 and 4 Year olds |  Children in Reception | |  Early Learning Goal |  National Curriculum | | |
| Number | That numbers can be composed in variety of ways Number numeral amount more less greater fewer, equal | Fast recognition of up to 3 objects, without having to count them individually ('subitising'). Experiment with their own symbols and marks as well as numerals. Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers | Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same | Subitise to 5 Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects | Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three Explore the composition of numbers to 10. | Subitise to 5 Automatically recall (without reference to rhymes counting or other aids) number bonds to 5 (including subtraction facts) and some number bonds to 10, including doubling facts. Have a deep understanding of each number to 10, including the composition of each number. | Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s Identify 1 more and 1 less of a given number identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least read and write numbers from 1 to 20 in numerals and words | These early counting skills and recall of number facts provide an essential foundation for learning in maths. |

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| Numerical Pattern | <p>That the arrangement of objects does not effect the amount (order irrelevance)</p> <p>That the final number we say when counting a group of objects is the amount there are (cardinality)</p> <p>Number numeral amount more less greater fewer, equal odd even</p> | <p>Enjoys counting verbally as far as they can go Say one number for each item in order: 1,2,3,4,5.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> | <p>Count objects, actions and sounds. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')</p> <p>Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You've got two, I've got two. Same!</p> | <p>Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0</p> <p>Compare quantities using language: 'more than' 'fewer than'.</p> <p>Begin to recognise numerals 0 to 10</p> | <p>Count beyond ten.</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers</p> <p>Increasingly confident at putting numerals in order 0 to 10 (ordinality)</p> | <p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity</p> <p>Explore and recognise patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally,</p> | <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs Represent and use number bonds and related subtraction facts within 20 add and subtract one-digit and two-digit numbers to 20, including 0 Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$</p> | <p>These early place values skills are an essential foundation to learning in maths</p> |

