



DISCOVER the joy of the world around us at Holy Trinity

To be the best we can be: for God, for others and for ourselves



Developing a **strong grounding in number** is essential so that all children develop the necessary **building blocks** to excel mathematically. Children should be able to **count confidently**, develop a deep understanding of the **numbers to 10**, the **relationships between** them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using **manipulatives**, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which **mastery of mathematics** is built. In addition, it is important that the curriculum includes **rich opportunities for children to develop their spatial reasoning** skills across all areas of mathematics including shape, space and measures. It is important that children **develop positive attitudes and interests in mathematics**, look for **patterns and relationships**, spot **connections**, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Maths	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
We use the White Rose Maths planning and the NCETM - Mastering Number resources to plan our mathematical provision. We also ensure that there are lots of opportunities for mathematical experiences in the continuous provision which are planned for weekly.						
Number and Numerical Patterns Outcomes	Getting to know you Key times of day, class routines. Where do things belong? Positional language. Matching Sorting Comparing amounts Compare size/mass/capacity Exploring patterns	Representing and comparing 1,2,3 Composition of 1,2,3 Circles and triangles & Spatial awareness The number 4/ The number 5 One more one less Comparing shapes Night and day (routines/time)	Zero and comparing numbers to 5 Composition of 4 and 5 Mass and capacity Learning about 6,7 and 8 Pairs and combining groups to 10 Length and height	9 and 10 Comparing numbers to 10 Number bonds to 10 (2 weeks) 3D shape Consolidation (respond to what they need more support with)	Building numbers beyond 10 Counting patterns/spatial reasoning Adding more x2 weeks Taking away x2 weeks	Doubles Sharing and grouping Odd and Even Spatial reasoning Deepening understanding x2 weeks Patterns Consolidation
Taught Number rhymes	Two little dickie birds Three blind mice Three hungry ants Tick tock tick tock I'm a little cuckoo clock Five little ducks Five currant buns	Five little monkeys Five little speckled frogs Five little men Five little fish	Five fat sausages 1,2,3,4,5 once I caught a fish alive One, two buckle my shoe	Ten green bottles Ten in a bed Dr Knickerbocker One potato, two potato Five eggs and five eggs Ten sleepy fingers	Continuation of all rhymes	Continuation of all rhymes