

ROCKWOOD NURSERY SCHOOL

MATHEMATICAL DEVELOPMENT SEQUENCED CURRICULUM - 2-4 YEAR OLDS

At Rockwood, we aim for children to grasp number and become familiar with shapes, space and measure

| 2 YEAR OLDS | 24-28 months | 28-32 months | 32-36 months |
|---------------------------------------|---|--|--|
| NUMBER I can... | <ul style="list-style-type: none"> Use random numbers in play | <ul style="list-style-type: none"> Enjoy number rhymes and begin to represent numbers with fingers | <ul style="list-style-type: none"> Develop counting like behaviour such as making sounds, pointing or saying some numbers in sequence |
| NUMERICAL PATTERNS I can... | <ul style="list-style-type: none"> Build with a range of resources that develop spacial awareness e.g. simple inset jigsaws, stacking blocks | <ul style="list-style-type: none"> Explore containers of different sizes, types and shapes Use simple shape vocabulary but not necessarily correctly identify the shape Follow basic daily routines | <ul style="list-style-type: none"> Begin to sort objects by shapes and colours Begin to use colour and shape vocabulary |

| 3-4 YEAR OLDS | 36-40 months | 40-44 months | 44-48 months | 48-52 months | 52-58 months |
|---------------------------------------|--|--|---|---|--|
| NUMBER I can... | <ul style="list-style-type: none"> Begin to show some correlation with counting | <ul style="list-style-type: none"> Recognise numerals 1-3 Recognise quantities of objects from 1-3 | <ul style="list-style-type: none"> Recognise numerals 1 - 5 Recognise quantities of objects from 1 to 5 | <ul style="list-style-type: none"> Confidently explore vocabulary associated with calculation e.g. be able to give someone one more, one less | <ul style="list-style-type: none"> Recognise, count and use numbers securely from 0 to 10 Recite numbers beyond 10 |
| NUMERICAL PATTERNS I can... | <ul style="list-style-type: none"> Begin to sort and name some basic shapes and colours | <ul style="list-style-type: none"> Begin to create a pattern using toys or items in the environment | <ul style="list-style-type: none"> Use vocabulary to describe size to compare using 'er' e.g. bigger, smaller Use representative items e.g. money in role play Begin to subitise * up to 3 | <ul style="list-style-type: none"> Problem solve confidently - comparisons by eg size, weight, quantity, capacity Use of vocabulary to describe size to compare using 'est' e.g. biggest, smallest, tallest | <ul style="list-style-type: none"> Recognised patterns within numbers e.g. teens Begin to use vocabulary related to time |

*Subitising is when you are able to look at a group of objects and realise how many there are without counting