



LEIGH ST PETER'S CE PRIMARY SCHOOL

Together with God we challenge minds, recognise talents, and build dreams

LOVE

RESPECT

TRUST

FRIENDSHIP

RESPONSIBILITY

PERSEVERANCE

RESILIENCE

Maths Long Term Overview: Pre School

Term	Number of Weeks depends on the ability of the children	
Autumn	<p>22–36 months</p> <ul style="list-style-type: none"> Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'. Recites some number names in sequence. Creates and experiments with symbols and marks representing ideas of number. Begins to make comparisons between quantities. Uses some language of quantities, such as 'more' and 'a lot'. Knows that a group of things changes in quantity when something is added or taken away. 	<p>SSM</p> <ul style="list-style-type: none"> Notices simple shapes and patterns in pictures. Beginning to categorise objects according to properties such as shape or size. Begins to use the language of size. Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'. Anticipates specific` time-based events such as mealtimes or home time.
Spring	<p>30–50 months</p> <ul style="list-style-type: none"> Uses some number names and number language spontaneously. Uses some number names accurately in play. Recites numbers in order to 10. •Knows that numbers identify how many objects are in a set. Beginning to represent numbers using fingers, marks on paper or pictures. Sometimes matches numeral and quantity correctly. Shows curiosity about numbers by offering comments or asking questions. Compares two groups of objects, saying when they have the same number. Shows an interest in number problems. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Shows an interest in numerals in the environment. Shows an interest in representing numbers. Realises not only objects, but anything can be counted, including steps, claps or jumps. 	<p>SSM</p> <ul style="list-style-type: none"> Shows an interest in shape and space by playing with shapes or making arrangements with objects. Shows awareness of similarities of shapes in the environment. Uses positional language. Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. Shows interest in shapes in the environment. Uses shapes appropriately for tasks. Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.
Summer	<p>30–50 months</p> <ul style="list-style-type: none"> Uses some number names and number language spontaneously. Uses some number names accurately in play. Recites numbers in order to 10. Knows that numbers identify how many objects are in a set. Beginning to represent numbers using fingers, marks on paper or pictures. Sometimes matches numeral and quantity correctly. Shows curiosity about numbers by offering comments or asking questions. Compares two groups of objects, saying when they have the same number. Shows an interest in number problems. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Shows an interest in numerals in the environment. Shows an interest in representing numbers. Realises not only objects, but anything can be counted, including steps, claps or jumps. 	<p>SSM</p> <ul style="list-style-type: none"> Shows an interest in shape and space by playing with shapes or making arrangements with objects. Shows awareness of similarities of shapes in the environment. Uses positional language. Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. Shows interest in shapes in the environment. Uses shapes appropriately for tasks. Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.



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Unit Overview: Pre school

Term	Number of Weeks depends on the ability of the children
Autumn	<ul style="list-style-type: none"> ▪ Cardinality and Counting : Children to recite numbers in order using a range of number songs Stable order principle - Rote counting (to 10 or above if appropriate) ▪ Shape and Space (Spatial awareness and viewpoints / Spatial relationships / similarities between shapes) Riding bike and trikes, constructing, jigsaws, posting boxes, making a complete circuit for a train or car. ▪ Cardinality and Counting: Children to recite numbers to 10 ▪ Cardinality and Counting: Children to begin to count objects 'Give me two, three' etc One to One counting principle—count by tagging each item as it is counted and assigning a name to each item. ▪ Measure (Recognising attributes) Discussing long, heavy. More. Adults to model vocabulary. (No comparisons need to be made at this point.) ▪ Shape and Space (spatial awareness and viewpoints / spatial relationships / similarities between shapes) Printing and making pictures and patterns with shapes.
Spring	<ul style="list-style-type: none"> ▪ Comparisons: Collects to sort and compare—obvious differences in amounts. ▪ Cardinality and Counting: To begin to recognise numbers 1-5 and practice these regularly (Introduce one number at a time) ▪ Shape and Space (spatial awareness and viewpoints / spatial relationships / similarities between shapes) ▪ Language Position: on, under, in Direction: Up, down, across hunting for objects / Acting like robots / Small World Opportunities. ▪ Cardinality and Counting: To continue to recognise numbers 1-5 and begin to match objects to quantity. ▪ Cardinality and Counting: One to One counting principle—count by tagging each item as it is counted and assigning a name to each item. ▪ Cardinality and Counting: Cardinal principle—that the last number is how many items you have counted. Up to 10. ▪ Measure (Recognising attributes) Discussing long, heavy. More. Adults to model vocabulary. (No comparisons need to be made at this point.)
Summer	<ul style="list-style-type: none"> ▪ Cardinality and Counting: To begin to recognise numbers 6-10 (One number at a time) ▪ Revisit 1-5 ▪ Cardinality and Counting: One to One counting principle—count by tagging each item as it is counted and assigning a name to each item. ▪ Cardinality and Counting: Cardinal principle—that the last number is how many items you have counted. Up to 10. ▪ Shape and Space: (spatial awareness and viewpoints / spatial relationships / similarities between shapes) Children to construct a bridge, den, towers using a variety of structured and unstructured materials, investigating which shapes work and which did not work. ▪ Measure (Recognising attributes) Discussing long, heavy. More. Adults to model vocabulary. (No comparisons need to be made at this point.) Sand and water play.