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| **MATHEMATICS: SHAPE, SPACE AND MEASURE** | |
| **EXCEEDING**  Children estimate, measure, weigh, compare and order objects and talk about properties, position and time. | |
| **Curriculum:**  What is taught | **Teaching:**  How curricular content is taught |
| How to order objects based on their weight or size | * White Rose Maths (Reception) * Role-play opportunities |
| How to weigh objects | * White Rose Maths (Reception) * Model how to weigh objects * Role-play opportunities |
| How to measure objects | * White Rose Maths (Reception) * Provide opportunities for children to measure objects (standard/ non-standard units) and record, including through role-play * Grow sunflowers |
| What ‘estimate’ means and how to estimate size and weight | * White Rose Maths (Reception) * Provide opportunities for children to estimate size and weight, e.g. how many bricks will fit in their wheelbarrow; how many cubes they will need to get the scales to balance |
| **ELG**  Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects, and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them. | |
| **Curriculum:**  What is taught | **Teaching:**  How curricular content is taught |
| How to use everyday language to talk about, compare and solve problems relating to money | * White Rose Maths (Reception) * Model and encourage use of associated vocabulary * Role-play shop |
| How to use everyday language to talk about, compare and solve problems relating to time | * White Rose Maths (Reception) * Model and encourage use of associated vocabulary * Talk about their day |
| How to use everyday language to talk about, compare and solve problems relating to distance | * White Rose Maths (Reception) * Model and encourage use of associated vocabulary * Read stories relating to distance e.g. Rosie’s Walk * Have a paper aeroplane competition |
| How to use everyday language to talk about, compare and solve problems relating to position | * White Rose Maths (Reception) * Model and encourage use of associated vocabulary * Play simple games e.g. ‘Simon Says’ and ‘Where is Buddy?’ * Encourage use of vocabulary when children are climbing * Make maps * Use a Beebot |
| How to use everyday language to talk about, compare and solve problems relating to capacity | * White Rose Maths (Reception) * Model and encourage use of associated vocabulary * Water play |
| How to use everyday language to talk about, compare and solve problems relating to weight | * White Rose Maths (Reception) * Model and encourage use of associated vocabulary * Make a ‘Heavy and Light’ book * Provide lots of opportunities to investigate weight, e.g. weighing ingredients for a recipe |
| How to use everyday language to talk about, compare and solve problems relating to size | * White Rose Maths (Reception) * Model and encourage use of associated vocabulary * Read stories relating to size, e.g. Goldilocks and the Three Bears * Provide lots of opportunities to investigate size, e.g. measuring snakes, * Ask silly questions e.g. show a tiny box and ask if there’s a bike in it * Make a ‘Big and Small’ book |
| How to describe patterns we have made | * White Rose Maths (Reception) * Model and encourage use of associated vocabulary * Talk about the patterns we have made |
| How to use shapes to create our own patterns | * White Rose Maths (Reception) * Model creating shape patterns * Provide lots of opportunities to create patterns using shapes, e.g. paint stampers, shape stickers, I.C.T. etc. * Practise copying and continuing simple patterns |
| That patterns can be made using shapes | * White Rose Maths (Reception) * Look at and talk about different shape patterns * Provide lots of opportunities to create patterns using shapes, e.g. paint stampers, shape stickers, I.C.T. etc. * Investigate symmetrical patterns e.g. butterflies * Look for patterns inside and outside. * Try doing some pattern rubbings * Investigate patterned fabric |
| That shapes share common features and we can explore and describe these | * White Rose Maths (Reception) * Model and encourage use of associated vocabulary * Talk about the features of basic 2D and 3D shapes * Reveal shapes slowly and ask what they might be |
| That some objects are the same shape and that there are names for these | * White Rose Maths (Reception) * Model and encourage use of associated vocabulary * Provide shapes in different areas e.g. sticky shapes in workshop area, 3D shapes in construction area, etc. * Introduce the names of basic 2D and 3D shapes * Encourage shape matching at tidy up time by providing photos to match items to the correct box |
| How to use mathematical language to describe everyday objects | * White Rose Maths (Reception) * Model and encourage use of associated vocabulary |
| What a pattern is | * Practise copying, continuing and creating AB and ABC patterns in different contexts, e.g. shapes, colours, sizes, actions and sounds * Provide a wide range of opportunities to create patterns, e.g. full cup, empty cup, etc. * Play games such as ‘Duck, Duck, Goose’ |