# MNP in the Foundation Stage

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.

| Autumn Term: Number and Pattern |
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| • To be able to identify similarities and differences across a range of criteria, for example by colour, shape, size, texture and function.<br>• To be able to sort by colour, shape, size, texture, orientation and function.<br>• To be able to recognise, extend, create and fix simple AB patterns.<br>• To be able to count reliably (with one-to-one correspondence and understanding of cardinality) up to five forwards and backwards.<br>• To be able to compare numbers, order and write numbers to five.<br>• To know the 1 more than, 1 less than relationship between consecutive whole numbers.<br>• To be able to represent the numbers 1–5 in different ways. |
| Autumn Term: Shape, Space and Measure |
| • To be able to compare and order by size, length and time.<br>• To talk about time in terms of night and day, days of the week and months of the year.<br>• To use language related to time and to be able to sequence events.<br>• To begin with, we can think about units of time that young children will more easily appreciate, such as night and day and days of the week. This can then lead on to being able to sequence events that are familiar to them on a daily basis.<br>• To recognise language associated with 2D shapes, specifically triangles and squares.<br>• To recognise language associated with 2D shapes, specifically rectangles and circles.<br>• To understand and use positional language. |
| Spring Term: Number and Pattern |
| • To understand zero as an empty set.<br>• To be able to count to 10 forwards and backwards.<br>• To understand ordinal numbers and be able to name positions, e.g. first, second, third, etc.<br>• To represent numbers on a five and ten frame.<br>• To match number names to numerals and to representations on ten frames up to 10.<br>• To write numbers to 10.<br>• To use a counting all strategy to combine two sets up to 10.<br>• To compare quantity.<br>• To count on and back to find 1 more and 1 fewer.<br>• To be able to order numbers to 10.<br>• To find number bonds for numbers up to 6. |

- To be able to create number bonds to make 7–10.
- To be able to copy, continue and create AAB, ABC and AABC patterns.

| Spring Term: Shape, Space and Measure |
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| • To be able to measure end-to-end length, compare lengths and use non-standard units of measurement.<br>• To be able to use the language 'empty', 'full' and 'half full' to describe how much is in a container.<br>• To be able to measure the capacity of containers.<br>• To be able to compose 2D shapes using tangrams and pattern blocks.<br>• To be able to recognise 3D shapes and to build with 3D shapes. |
| Summer Term: Number and Pattern |
| • To be able to use counting on as a strategy for addition.<br>• To be able to count forwards and backwards within 10.<br>• To recognise 1 more and 1 less.<br>• To be able to count to and from 20.<br>• To be able to double numbers 1–5.<br>• To be able to recognise doubles and non-doubles.<br>• To be able to halve sets of items and even numbers by sharing into 2 equal groups.<br>• To be able to recognise and understand odd and even numbers.<br>• To be able to develop problem-solving skills.<br>• To focus on word problems. |
| Summer Term: Shape, Space and Measure |
| • To be able to understand the mass of different objects.<br>• To be able to describe and compare different capacities.<br>• To recognise 1p, 2p, 5p and 10p coins. To pay for items using a combination of these coins. To calculate change from 10p.<br>• To be able to collect and represent data sets<br>• To be able to develop problem-solving skills.<br>• To focus on word problems. |