

# mulberry

Wood Wharf Primary



## Early Years Maths Overview

- **Access to education and the chance to be educated is a human right in a civilised world**
- **Education should provide rich intellectual and personal development for individuals and communities of people**
- **Education is a public good**

## Our Values



## Vision

Mulberry Wood Wharf Primary is committed to striving for excellence in all that we do. Our vision is that pupils become creative and ambitious learners who strive to do their best at all times because they are motivated and guided by outstanding teams within the school. They will be able to contribute to their local community and understand how their actions impact upon the wider world. They will be caring citizens who know how to keep themselves safe and who realise that they have a role to play in looking after others. As we develop our teaching and our curriculum, we are aiming for outstanding in all that we do.

**Outstanding Achievement For All**

Our Values

Our Characteristics of effective learning



We are Authors!



We are designers and artists!



We are Scientists!



We are Historians!



We are explorers!



We are mathematicians!



We are articulate!



We are performers!

# Early Years Curriculum Intent



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Our Early Years curriculum is designed to create a nurturing and inclusive environment where children:

- Build **secure attachments** with their teachers and peers, forming the strong relationships needed for emotional security and confidence.
- Experience a **mini world** where they can thrive, explore, practice, make mistakes and learn through purposeful play and meaningful contexts, making mistakes as part of their growth.
- Feel **happy** and safe, fostering a **love for learning** and curiosity about the world around them.
- Develop **strong foundations** in skills, knowledge, and dispositions to ensure they are ready for the transition into Key Stage One.
- Engage in **high-quality interactions and conversations** that enrich their vocabulary and deepen their understanding of the world.
- Begin to recognize and understand their **feelings** and develop strategies to **self-regulate**, building resilience and emotional awareness.
- Grow into confident, curious, and motivated learners with a lifelong passion for discovery and development.

This intent ensures every child is supported to reach their full potential, setting them up for future success.

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# What Maths 'looks like' in our setting

At Mulberry Wood Wharf, we believe that maths is not just a standalone subject but something that can be woven into every aspect of learning. We make strong connections between maths and other areas of the curriculum, helping children see the relevance of maths in the world around them. By linking maths to different subjects and classroom areas, we ensure that children develop a deeper understanding of how mathematical skills can be applied in various contexts.

## Maths in the Creative Area

In the creative area, children explore shapes, patterns, and symmetry through art, construction, and design activities. Whether they're making patterns with blocks, creating symmetrical designs, or using rulers to measure, these activities help children understand the properties of shapes, the concept of measurement, and how maths can be used in artistic expression. These experiences help build spatial awareness and reasoning skills, all while encouraging creativity.

## Maths in the Construction Area

The construction area offers a perfect opportunity for children to practice measurement, shape recognition, and problem-solving. Whether they're building with blocks, assembling a model, or designing a structure, children are using geometry, measurement, and spatial reasoning. They may count the number of pieces they need, estimate how tall their structure will be, or test the stability of their building. These hands-on activities strengthen children's mathematical understanding in a real and tangible way.

## Maths and Literacy

We use books to support our maths teaching, as stories and narratives provide a rich context for mathematical ideas. In the classroom, you might find picture books that explore counting, shapes, patterns, and measurements, alongside stories that introduce concepts like time, money, or problem-solving. Through these books, children can see how maths is not just about numbers but also about understanding the world and solving real-life problems. We also encourage children to talk about maths using mathematical language, further developing their literacy skills.

## Maths in the Science Area

In our science area, maths plays a key role in developing children's understanding of the world. Children might measure temperatures, record the growth of plants, or compare the weights of different objects. Using maths to collect data, make observations, and form conclusions helps children connect numerical concepts to real-world phenomena. Science experiments also often involve estimating, counting, and measuring, all of which are fundamental maths skills.

## Bringing Maths to Life with Real-World Connections

Throughout the day, we actively seek out opportunities to make maths meaningful and connected to the world outside of the classroom. Whether it's measuring ingredients for a recipe, counting objects in the home corner, or using maths to help with planning and organising, children can see that maths is a vital skill in everyday life.

## Maths in the Outdoor Environment

We believe that outdoor learning is an excellent way to connect maths with the natural world. Whether it's counting steps as children walk, measuring the height of plants, or creating a number line on the playground, the outdoor environment offers countless opportunities to apply maths. Children might also use natural materials such as leaves, stones, or sticks to create patterns or explore geometry. Outdoor activities promote physical movement while reinforcing mathematical concepts.

## Maths in the Role-Play Area

Maths naturally fits into the role-play area, where children explore social and practical scenarios. In the role-play area, children might pretend to run a shop, which could involve counting money, giving change, or weighing ingredients. They may measure the ingredients in a pretend kitchen or work out how many plates are needed for a certain number of guests. These activities foster a hands-on understanding of maths in everyday life and support social skills, communication, and problem-solving.

# Mathematics - Progression

Children will learn to:

- Count objects, actions and sounds
- Subitise
- Link the number symbol (numeral) with its cardinal number value
- Count beyond ten
- Compare numbers
- Understand the 'one more than/one less than' relationship between consecutive numbers
- Explore the composition of numbers to 10
- Automatically recall number bonds for numbers 0–5 and some to 10
- Select, rotate and manipulate shapes to develop spatial reasoning skills
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can
- Continue, copy and create repeating patterns
- Compare length, weight and capacity

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**EYFS Statutory Educational Programme:**  
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.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Getting to know you		Match, sort and compare <a href="#">VIEW</a>	<i>Free trial</i> Talk about measure and patterns <a href="#">VIEW</a>	It's me 1, 2, 3 <a href="#">VIEW</a>		Circles and tri... <a href="#">VIEW</a>	1, 2, 3, 4, 5 <a href="#">VIEW</a>		Shapes with 4 ... <a href="#">VIEW</a>		
Spring term	Alive in 5 <a href="#">VIEW</a>	Mass and capa... <a href="#">VIEW</a>	Growing 6, 7, 8 <a href="#">VIEW</a>	Length, height and time <a href="#">VIEW</a>	Building 9 and 10 <a href="#">VIEW</a>	Explore 3-D shapes <a href="#">VIEW</a>						
Summer term	To 20 and beyond <a href="#">VIEW</a>	How many now? <a href="#">VIEW</a>	Manipulate, compose and decompose <a href="#">VIEW</a>	Sharing and grouping <a href="#">VIEW</a>	Visualise, build and map <a href="#">VIEW</a>	Make connecti... <a href="#">VIEW</a>	Consolidation					

## Yearly overview

Overview with suggested weekly timings. Block titles are clear and show progress through number and spatial reasoning.

Early blocks focus on use of provision to support key early maths and routines.

The first 2 weeks are for you to get to know children, develop routines and give you the flexibility to complete baseline assessments.

**Yearly overview**

The yearly overview provides suggested timings for each block of learning, which can be adapted to suit different term dates or other requirements.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Getting to know you		Match, sort and compare		Talk about measure and patterns		It's me 1, 2, 3		Circles and triangles	1, 2, 3, 4, 5		Shapes with 4 sides
Spring	Alive in 5		Mass and capacity	Growing 6, 7, 8		Length, height and time		Building 9 and 10		Explore 3-D shapes		
Summer	To 20 and beyond		How many now?	Manipulate, compose and decompose		Sharing and grouping		Visualise, build and map		Make connections		Consolidation

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Consolidation weeks allow for a degree of flexibility in the suggested block lengths or to consolidate learning based on the needs of your children.

Content is consolidated so all concepts are explicitly taught before assessment for ELG.

Subitising is taught both perceptually and conceptually through the blocks. Concepts such as doubling and 1 more / 1 less is focused on in the progression of the numbers.

# Maths through pictures...

