

Pre-Maths Curriculum



Pupils will:

Briefly share attention with an adult	Experience matching objects and objects being placed in groups e.g., playing with cars or soft toys, during snack time, exploring coloured objects.	Demonstrates an understanding of the concept of 1:1 correspondence, e.g. giving one cup to each pupil	Develop a clear understanding of object permanence (e.g. Find an object in its usual place, look for it when moved somewhere else/ dropped)
Experience the language associated with counting and comparison e.g. encounter familiar number rhymes, songs, stories, games and snack activities.	Engage with familiar number rhymes, songs, stories, games and shopping activities	Distinguish between 'one' and 'lots', when shown an example of a single object of a group of objects.	Engage in a range of activities (such as dance/PE/swimming) to explore movement e.g., following instruction to stop, go, up, fast and slow, moving cars/balls in different ways.
Respond to a range of objects by reaching for, looking at, pointing/eye pointing, tracking and touching.	Beginning to anticipate/predict what comes next.	Sort and count objects in a variety of ways (rearranging, lining up objects, moving etc)	Recognise and copy simple patterns e.g., clapping, making sounds
Explore object permanence	To touch/point and pick up objects in a sequential way	Handle and play with coins in a range of activities including shopping	Show awareness of changes in shape, position, or quantity
Scan objects in a sequential way	Match objects in a sequence verbally or using AAC	Begin to sort objects by categories that include big, small, more, less	Join in and anticipate with familiar activities when given a contextual clue.
Show anticipation of the next sound, item, action in a familiar sequence or activity e.g changing / greetings song, familiar sensory story.	Name objects in a sequence verbally or using AAC	Engage in intentional exploration with different shapes and objects. E.g container play, peg board / inset puzzles, rolling, building with bricks, playing with playdough, lining up objects, etc	Sort or match objects or pictures by recognising similarities.

Pre-Maths and The Engagement Model

Exploration	Realisation	Anticipation	Persistence	Initiation
<p>Whether a pupil can build on their initial reaction to a new stimulus or activity. For example, whether they display more than an involuntary or startled reaction to the activity. Exploration becomes more established when it is presented in different contexts e.g., a different time of day/place.</p>	<p>How the pupil interacts with a new stimulus or activity or discovers a new aspect of a familiar stimulus or activity. The pupil will often show what familiar adults consider to be 'surprise' 'excitement' 'delight' or 'fear'. They will display behaviours that show they want more control of the stimulus.</p>	<p>How much the pupil predicts, expects or associates a stimulus or activity with an event. Anticipation becomes more established when the pupil shows awareness that a familiar activity is about to start or finish. It is important in measuring understanding of cause and effect.</p>	<p>Whether the pupil can sustain their attention in a stimulus or activity for long enough that they can actively try to find out more and interact with it. Persistence becomes more established when the pupil shows a determined effort to interact with the stimulus or activity. They will do this by showing intentional changes such as gaze, posture or hand movement.</p>	<p>How much, and the different ways, a pupil investigates a stimulus or activity in order to bring about a desired outcome. Initiation becomes more established when the pupil shows they understand how to create an impact on their environment in order to achieve a desired outcome.</p>
<p>Pupils will show emerging awareness of activities and experiences.</p> <p>Pupils will be taught to grasp objects briefly when they are placed in their hand.</p> <p>The accept and engage in coactive exploration.</p> <p>They actively explore objects and events for extended periods (for example, manipulating objects in piles, groups or stacks).</p>	<p>Pupils may be startled by loud noises.</p> <p>Pupils will be taught how to make eye contact for longer periods.</p> <p>Pupils will recognise and be calmed by familiar voices.</p> <p>Pupils will be taught to concentrate intently on an object or activity of their choice.</p> <p>Pupils will be begin to respond consistently to familiar people, events, and objects.</p>	<p>Pupils will use gestures like waving and pointing to communicate.</p> <p>Pupils will be taught to reach for or point to something they want.</p> <p>Pupils will be taught to imitate what adults do, taking turns in activities.</p> <p>Pupils will listen and respond to a simple instruction.</p> <p>Pupils will repeat actions that have an effect.</p>	<p>Pupils will begin to show interest in people, events and objects (for example, tracking objects).</p> <p>Pupils will repeat an action with a familiar item of equipment.</p> <p>Pupils will participate in shared activities with less support.</p> <p>Pupils will sustain concentration for short periods.</p>	<p>Pupils will seek attention through eye contact, gesture or action.</p> <p>Pupils will request events or activities by pushing an item of equipment towards a member of staff.</p> <p>Pupils will begin to join in with repeated refrains and anticipate key events and phrase in number rhymes.</p> <p>Pupils will be taught to begin to focus attention and change their attention focus.</p>