



0-3years	3-4years	Reception	ELG	End of Year1
<b>Number</b>				
<p>Combine objects like stacking blocks and cups. Put objects inside others and take them out again.</p> <p>Variety of construction is available inside and outside to explore.</p> <p>Take part in finger rhymes with numbers.</p> <p>Teacher focus sessions, number songs related to the topic.</p> <p>End of day routine. Favourite songs include:                      Five naughty monkeys                      Five little men in a flying saucer                      Five little ducks                      1 2 3 4 5 once I caught a fish alive                      One potato two potato</p> <p>React to changes of amount in a group of up to three items.</p> <p>Teacher focus teaching-songs.</p>	<p>Fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Numicon.                      Number hunts                      Teacher focus activities- how many?</p> <p>Recite numbers past 5.</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Counting throughout the session. E.g. group time- number of children, counting the number of children before coming back inside etc.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Repetition of 'How many?' Every time something is counted.</p>	<p>Count objects, actions and sounds.                      1:1 counting of objects, numicon and numicon pegs.</p> <p>Add 2 single digit numbers together.</p> <p>Take away a single digit number from a single digit number.</p> <p>Subitise.</p> <p>Instantly recognise numicon up to 5.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Recognise numbers from 1-10</p> <p>Count beyond ten.</p> <p>Verbally count as a class, group or by self to 10 and beyond.</p> <p>Compare numbers.</p>	<p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Recall the composition of numbers 1-10 in different ways.</p> <p>Subitise (recognise quantities without counting) up to 5.</p> <p>Instantly recognise quantities of objects for numbers up to 5.</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Instantly recall number bonds to 5 including some subtraction facts.</p> <p>Instantly recall some number bonds to 10</p> <p>Recall double numbers to 10.</p>	<p>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>Count, read and write numbers to 100 in numerals</p> <p>count in multiples of twos, fives and tens</p> <p>Given a number, identify one more and one less</p> <p>Use the language of: equal to, more than, less than (fewer), most, least</p> <p>Identify and represent numbers using objects and pictorial representations including the number line</p> <p>Read and write numbers from 1 to 20 in numerals and words.</p> <p>Represent and use number bonds and related subtraction facts within 20 recall and use addition and subtraction facts</p>

<p>When engaged in play what has happened? (To the number of cars, bricks etc)</p> <p>Compare amounts, saying 'lots', 'more' or 'same'.</p> <p>Teacher focus sessions playing one or lots. Changes of number during number songs.</p> <p>Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</p> <p>Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'</p> <p>Counting throughout the session. E.g. group time- number of children, counting the number of children before coming back inside etc.</p>	<p>Show 'finger numbers' up to 5.</p> <p>Group time- show me on your fingers how many in today? Number hunt, show the number found.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Daily flash card of number for quick recall. Focus teach activities matching the number given to numeral.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Number hunts Recording problems Recording scores in a game</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Putting snack items on the tables. Teacher asking questions- e.g. have we got enough pencils, chairs?</p>	<p>Compare numbers between 1-10 and recognise which number is larger and which number is smaller.</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Look at numbers between 1-10 and be able to say the number that is 1 more or 1 less.</p> <p>Explore the composition of numbers to 10.</p> <p>Explore different ways numbers 1-10 can be made.</p> <p>Automatically recall number bonds for numbers 0-10.</p> <p>Recite verbally number bonds between 1-10.</p>		<p>to 20 fluently, and derive and use related facts up to 100</p>
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	<p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Discussion about changes to the number of items in a song.</p>			
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Numerical Patterns

<p>Climb and squeezing selves into different types of spaces.</p> <p>Build with a range of resources.</p> <p>Variety of construction is available inside and outside to explore.</p> <p>Complete inset puzzles.</p> <p>A variety of puzzles are available. Children are taught how to complete puzzles during focus time, group time and play based focus time.</p> <p>Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.</p> <p>Notice patterns and arrange things in patterns.</p>	<p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Focus teach activities linked to topics. E.g. build a bed for an animal, make Rangoli shape patterns.</p> <p>Understand position through words alone - for example, "The bag is under the table," - with no pointing.</p> <p>Focus teach games linked to topic.</p> <p>Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Focus teach games linked to topic.</p>	<p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Look at 2D shapes and make other 2D shapes out of them.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>Explore 2D shapes and name other 2D shapes they can see.</p> <p>Explore 3d shapes and name other 2D shapes they can see.</p> <p>Continue, copy and create repeating patterns.</p> <p>Continue a repeating pattern.</p> <p>Make own repeating pattern.</p> <p>Compare length, weight and capacity.</p>	<p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Verbally count from 1- 20 and beyond.</p> <p>Recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Look at two numbers or quantities of objects and recognise which is more, which is less or if they are the same.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>Add and subtract one digit and two-digit numbers to 20, including zero</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals(=) signs (appears also in Written Methods)</p> <p>Count in multiples of twos, fives and tens</p>
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<p>Children taught to arrange patterns with a variety of equipment. Cotton reels and thread Pegs and boards Shapes</p>	<p><b>Make comparisons between objects relating to size, length, weight and capacity.</b></p> <p>Comparing lengths of items linked to topic.</p> <p><b>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</b></p> <p><b>Combine shapes to make new ones - an arch, a bigger triangle etc.</b></p> <p>Selection of construction equipment available for the children to choose from, indoors and outdoors.</p> <p><b>Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</b></p> <p><b>Extend and create ABAB patterns - stick, leaf, stick, leaf.</b></p> <p><b>Notice and correct an error in a repeating pattern.</b></p>	<p>Compare different lengths of material, string, and paper.</p> <p>Compare objects of different weights using scales.</p> <p>Using different containers explore capacity.</p> <p><b>Count forwards within the number sequence</b></p> <p>Verbally count from 1- 20 and beyond.</p>	<p>Know odd numbers between 1-10.</p> <p>Know even numbers between 1-10.</p> <p>Be able to recall double numbers between 1-10.</p>	
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	<p>Children are taught how to make patterns during group time, focus time. A variety of equipment is used including-</p> <ul style="list-style-type: none"><li>Cotton reels and thread</li><li>Pegs and boards</li><li>Unifix cubes</li><li>Mosaic tiles</li><li>Shapes</li><li>Printing</li></ul> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p> <p>Story time focus using the language of time. Group time discussion about the activities the children have completed.</p>			
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