

Mathematics				
	N2	N3	Rec	ELG
<b>Number</b>	<ul style="list-style-type: none"> <li>Take part in finger rhymes with numbers</li> <li>Use some number names.</li> <li>Begin to accurately take/count 1 or 2 objects.</li> <li>Notice numerals in print and in the environment.</li> <li>Look for things that have been moved out of sight.</li> <li>React to changes in amount of up to 3 objects. E.g. singing 2 little dicky birds.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise first familiar numerals, then numerals to 5.</li> <li>Take part in finger rhymes with numbers</li> <li>Take up to 5 objects from a group correctly.</li> <li>Begin to count on their fingers.</li> <li>Subitise 1, 2 and 3 objects.</li> <li>Use number names and number language in play.</li> </ul>	<ul style="list-style-type: none"> <li>Develop skills counting, saying 1 number name for each item to 10.</li> <li>Sing counting songs</li> <li>Confidently know that the last number said when counting objects is the total.</li> <li>Count out/select a smaller number from a group.</li> <li>Link number symbol with its cardinal value, up to 5.</li> <li>Subitise within 5.</li> <li>Understand the composition of smaller numbers than larger numbers up to 10</li> <li>Understand that numbers can be made up of smaller numbers.</li> </ul>	<ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number.</li> <li>Subitise (recognise quantities without counting) up to 5.</li> <li>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.</li> </ul>
<b>Numerical Patterns</b>	<ul style="list-style-type: none"> <li>Say some counting words and numbers.</li> <li>Develop counting like behaviour, such as making sounds, pointing or saying some numbers in sequence.</li> <li>Begin to compare amounts saying words such as slots and more.</li> <li>Begin to count in everyday contexts, sometimes skipping numbers.</li> </ul>	<ul style="list-style-type: none"> <li>Recite numbers to 5, then to 10.</li> <li>Put numerals in order, 0-5</li> <li>Point/tag an item as they count, saying one number name for each item.</li> <li>Count up to 5 items.</li> <li>Link/match numerals with amounts up to 5.</li> <li>Beginning to compare and recognise changes in numbers of things, using words like 'more' 'lots' or 'same'.</li> </ul>	<ul style="list-style-type: none"> <li>Count beyond 10, then extends this to 20</li> <li>Puts numerals in order 0-10.</li> <li>Compare numbers and quantities using language such as 'more than', 'less than' 'equal to'</li> <li>Understand the one more/one less relationship between consecutive numbers.</li> <li>Begin to understand the one more/one less relationship between numbers.</li> <li>Compare 2 groups of objects, saying when there are the same.</li> <li>Explore partitioning numbers in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the number system.</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>
<b>Shape, Space and Measures</b>	<ul style="list-style-type: none"> <li>Show interest in patterns and shapes in the environment, pictures or books.</li> <li>Play with shapes, blocks and bricks.</li> <li>Build with a range of resources e.g. blocks and boxes</li> <li>Complete inset puzzles.</li> <li>Show interest in objects of contrasting size e.g. big and little.</li> <li>Gets to know daily routine and understands that things might happen next.</li> <li>Show an interest in filling and emptying containers</li> <li>Compare size e.g. big, little</li> </ul>	<ul style="list-style-type: none"> <li>Talk about and explore 2D and 3D shapes</li> <li>Describe shapes by properties e.g. curvy, pointy, long</li> <li>Select shapes appropriately when constructing</li> <li>Begin to use some shape names</li> <li>Understand positional language</li> <li>Complete jigsaws and shape sorters</li> <li>Talk about patterns that they see.</li> <li>Copy a simple repeated pattern.</li> <li>Begin to describe a sequence of events.</li> <li>Explore difference in size, weight, length and capacity.</li> <li>Describe a familiar route and discuss routes and locations</li> </ul>	<ul style="list-style-type: none"> <li>Use shape names correctly, 2d then 3d.</li> <li>Select, rotate and manipulate shapes to develop spatial reasoning skills.</li> <li>Use mathematical terms to describe 2d and 3d shapes, e.g. corner, sides.</li> <li>Learn what shapes combine to make other shapes.</li> <li>Learn that 2d shapes are within 3d shapes e.g. A cube has squares on it.</li> <li>Make models and constructions that increase in complexity.</li> <li>Find patterns in the environment.</li> <li>Create and recreate their own repeated patterns.</li> <li>Predict and discuss length, weight, height and capacity.</li> </ul>	N/A
<p>Learning does not move forward in a straight forward way for all children. All children may not follow progression models in the same way, but we have mapped it out to show a general pattern of child development.</p>				