

Mathematics				
	N2	N3	Rec	ELG
Number	<ul style="list-style-type: none"> Show awareness of number names through enjoyment of action rhymes and songs relating to number. Use some number names. Begin to accurately take 1 or 2 objects. Notice numerals in print and in the environment. Look for things that have been moved out of sight. 	<ul style="list-style-type: none"> Recognise first familiar numerals then numerals 0-10. Begin to learn that numbers are made up of smaller numbers. Take up to 5 objects from a group correctly. Begin to count on their fingers. Subitise 1, 2 and 3 objects. Use number names and number language in play. 	<ul style="list-style-type: none"> Recognise numbers beyond 10. Show an interest in large numbers. Know that numbers are made up of smaller numbers. Explore partitioning numbers in different ways. Estimate the number of things, then sometimes check by counting. Count/take up to 10 objects from a larger group. Gain confidence subitising and begin to do this with 4 and 5. Begin to explore and work out mathematical problems using their own signs and strategies, including numerals, tallies + and -. 	<ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. 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.
Numerical Patterns	<ul style="list-style-type: none"> Say some counting words and numbers. Engage in counting like behaviour, making sounds and pointing or saying some number names. Respond to words like 'lots' and 'more'. Begin to recognise that numbers are different from letters e.g. may point to a number and say a number name. 	<ul style="list-style-type: none"> Uses number names in order, to count to 5, then 10 and beyond. Put numerals in order, 0-5 then begin to increase this. Point/touch/tag an item as they count, saying one number name for each item. Count up to 5 items. Link/match numerals with amounts up to 5. Beginning to compare and recognise changes in numbers of things, using words like 'more' 'lots' or 'same'. 	<ul style="list-style-type: none"> Use number names in order and counts to 20. Counts back from 10-0, then 20-0. Puts numerals in order 0-10, then 0-20. Link/match numeral with amount of objects up to 10. Begin to understand to one more/one less relationship between numbers. Compare 2 groups of objects, saying when there are the same. Explore partitioning numbers in different ways. 	<ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the number system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
Shape, Space and Measures	<ul style="list-style-type: none"> Show interest in patterns and shapes in the environment, pictures or books. Play with shapes, blocks and bricks. Use blocks to create their own structures or arrangements. Attempt, sometimes successfully to match shapes with spaces on inset puzzles. Show interest in objects of contrasting size e.g. big and little. Gets to know daily routine and understands that things might happen next. Show an interest in filling and emptying containers. 	<ul style="list-style-type: none"> Begin to use some shape names correctly. Show awareness of similarities in shapes. Notice and comment on shapes in the environment. Choose the correct puzzle piece and fits in in the correct place. Make constructions using a range of materials and shapes, making enclosures and creating spaces. Talk about patterns that they see. Copy a simple repeated pattern. Explore difference in size, weight, length and capacity. Find longer or shorter, heavier or lighter object. Begin to understand and talk about past and future. Sequence daily events. 	<ul style="list-style-type: none"> Use mathematical terms to describe 2d and 3d shapes. Use shape names correctly, 2d then 3d. Learn what shapes combine to make other shapes. Learn that 2d shapes are within 3d shapes e.g. A cube has squares on it. Make models and constructions that increase in complexity. Find patterns in the environment. Create and recreate their own repeated patterns. Predict and discuss length, weight, height and capacity. Begin to measure time using calendars and timers. Begin to show awareness of time on a clock. Order and sequence daily events and routines correctly. 	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>				