

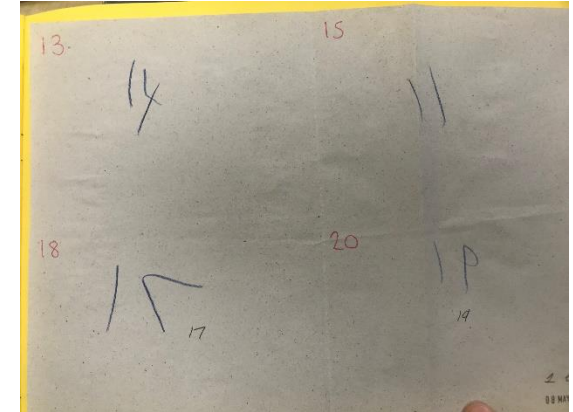
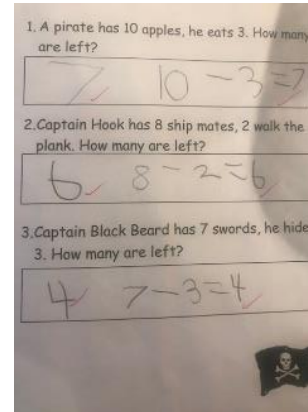
## Specific Area: Maths - NUMBER

0-2 years	2-3 years	3-4 years	Reception	ELG
<ul style="list-style-type: none"> <li>-Combine objects like stacking blocks and cups.</li> <li>-Put objects inside others and take them out again</li> <li>-Combine objects like stacking blocks and cups. -Put objects inside others and take them out again</li> <li>-Compare amounts, saying 'lots', 'more' or 'same'.</li> <li>-Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</li> <li>-Climb and squeeze themselves into different types of spaces.</li> <li>-Build with a range of resources.</li> <li>-Begin to compare sizes, weights etc. using gesture and language – big, small</li> </ul>	<ul style="list-style-type: none"> <li>-Compare amounts, saying 'lots', 'more' or 'same'.</li> <li>- saying some numbers in sequence.</li> <li>-Count in everyday contexts, sometimes skipping numbers – '1-2-3-5'</li> <li>- Complete inset puzzles</li> <li>Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'</li> <li>Notice patterns and arrange things in patterns.</li> <li><b>-Begin to recite numbers past 5.</b></li> <li><b>-Begin to link numbers and amounts</b></li> </ul>	<ul style="list-style-type: none"> <li>-Develop fast recognition of up to 3 objects, without counting them individually.</li> <li>-Recite numbers past 5.</li> <li>-1 to correspondence to 5.</li> <li>-Know that the last number reached when counting a small set of objects tells you how many there are in total -Show 'finger numbers' to 5.</li> <li>-Link numerals and amounts</li> <li>-Experiment with their own symbols and marks as well as numerals.</li> <li>-Solve real world mathematical problems to 5</li> <li>-Compare quantities using language: 'more'/'fewer than'</li> <li>-Understand position through words, no pointing.</li> <li>-Describe a familiar route and discuss using words like 'in front of' and 'behind'</li> <li>-Make comparisons between objects relating to size, length, weight and capacity.</li> <li>-Select shapes appropriately: flat surfaces for building, etc. -</li> <li>Combine shapes to make new ones – an arch,</li> <li>-Talk about and identify the patterns around like stripes.</li> <li>-informal language- 'pointy'</li> <li>-Extend/make ABAB patterns &amp; correct an error.</li> <li>-Begin to describe a sequence of events, using words such as 'first', 'then...'</li> </ul>	<ul style="list-style-type: none"> <li>Subitise</li> <li>Link the number symbol (numeral) with its cardinal number value</li> <li>Count beyond ten.</li> <li>Compare numbers</li> <li>Understand the 'one more than/one less than' relationship between consecutive numbers.</li> <li>Explore the composition of numbers to 10</li> <li>Automatically recall number bonds for numbers 0–5 and some to 10</li> <li>Select, rotate and manipulate shapes to develop spatial reasoning skills</li> <li>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can</li> <li>Continue, copy and create repeating patterns.</li> <li>Compare length, weight and capacity.</li> </ul>	<p><b>Mathematics</b>  <b>ELG: Number</b>  <b>Children at the expected level of development will:</b></p> <ul style="list-style-type: none"> <li>- Have a deep understanding of number to 10, including the composition of each number; 14</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> <p><b>ELG: Numerical Patterns</b>  <b>Children at the expected level of development will:</b></p> <ul style="list-style-type: none"> <li>- Verbally count beyond 20, recognising the pattern of the counting 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> <p><b>ELG: Shape, Shape and measure</b>  <b>Children at the expected level of development will:</b></p> <ul style="list-style-type: none"> <li>-Recognise 2d shapes in different ways</li> <li>-create and continue repeated patterns</li> <li>-Compare weight, length and capacity</li> <li>-</li> </ul>

## Federation Reception Meeting requirements for Number

### Reception meeting statements 'Year 1 ready'

- Beginning to use number bonds to 10 to solve problems.
- To record simple addition and subtraction sums as number sentences with increasing confidence.
- Solve practical problems that involve combining groups of 2,5,10 and sharing into equal groups
- Doubling, halving and sharing within practical contexts.
- To begin to read and record 2 digit numbers, with accuracy.



### If children are advancing, they should demonstrate:

- Children estimate a number of objects and check quantities by then counting
- Solve practical problems that involve combining groups of 2,5,10 and sharing into equal groups
- Children estimate, measure, weigh, compare and order objects.

And also...

- *Doubling, halving and sharing within practical contexts.*
- *Talk about properties of shape confidently.*
- *Discuss/use positional language*
- *Have an awareness of time.*

Children can select maths equipment to assist their learning

Children begin to use maths in everyday situations - we have one pupil off so there's 19

Children can mentally see patterns in number at age related expectation