|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Maths** | **Year group** | **Cardinality, Counting, and Representing Number** | **Comparison** | **Composition** | **Pattern** |
| **2 Year Olds** | * To combine objects such as stacking blocks and cups. * Put objects inside others and take them out again. * Begin to take part in finger rhymes with numbers. * To explore and use shape sorters and puzzles. * To begin to compare sizes, bigger, little and smaller. * To use number language in their play, beginning to sequence numbers orally 0-5. * To complete an inset puzzle and to demonstrate matching and sorting skills within their play. * To notice and comment on patterns including stripes and spots etc. * To begin to use the language of weight in everyday contexts and through stories and rhymes. * To explore space within the indoor and outdoor environment using their bodies to climb and travel through, over and under equipment to gain spatial awareness. * To use objects to make simple arrangements, using associated language ‘the same’. * Begin to count objects and actions in everyday contexts and counting up to 3 fingers. * Begin to notice numerals in the environment and make comments on what they see e.g. numerals on doors, buses, clocks etc | | | |
| **Nursery** | * Recite numbers past. * Take part in rhymes with finger numbers. * Count objects, actions and sounds (abstraction - eg clap 3 times, tap 5 times - can count things that cannot be touched, not just physical things). * Develop counting like behaviour (pointing, saying some numbers in sequence). * Touch count accurately to 5, saying one number for each item in order: 1,2,3,4,5 (tagging). * Count accurately beyond 5. Recognise numerals to 5. * Subitise (recognise quantities without counting) up to 3. * Know the ‘stopping number’ (last number) when counting a small set of objects tells you how many there are in total. (cardinality). * Solve problems within numbers up to 5. * Represent numbers in a range of ways (including representing some numbers on fingers, through marks and own symbols as well as numerals). * Begin to represent a number by using lines and circles as pictorial representations. * Show finger numbers up to 5. * Identify and represent numbers within 5 using objects. Match a numeral to a quantity (within 5). | * Recognise changes in a group of up to 3 objects. * Compare size using gesture and language for bigger/smaller * make comparisons between objects relating to size, length, weight & capacity. * Compare quantities and identify more/less. * Use language of more than and less/fewer than. | * Explore the composition of numbers to 3: using concrete resources, part-part whole model. | * Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. * Use informal language like ‘pointy’, ‘spotty’, ‘blobs’, etc. Begin to arrange things in patterns. * Extend and create ABAB patterns – stick, leaf, stick, leaf. * Notice and correct an error in a repeating pattern (with support) * Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ |
| **Reception** | * Recite number names to 5, 10, extending to larger numbers beyond 20, including crossing boundaries 29/30. * Demonstrate an understanding of 1:1 correspondence to 10. * Link the number symbol (numerical) with its cardinal number value. Count accurately arrangements of small quantities to 10. * Count objects, actions and sounds count beyond 10. Subitise (recognise quantities without counting) up to 5. * Identify and represent numbers within ten using objects and pictorial representations including the number line. * Read and write numbers from 1 to 10 in numerals. * Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs. * Use part, part, whole models. * Represent and use number bonds and related subtraction facts within 10. | * Look at quantities up to 10 to identify more or less, more than less than/fewer. * Begin to use vocabulary ‘more than’, ‘less than’, ‘fewer’, ‘the same as’, ‘equal to’. * Recognise when one group has more or less. * Know the ‘one more than/one less than’ relationship between counting numbers. * Given a number within ten, identify one more and one less. Compare shapes, length, weight & capacity. | * Explore the composition of numbers to 10. * Automatically recall number bonds to 5 (+/- facts)and some number bonds to 10, to 10, including double facts. * Begin to share amounts up to 10. * Explore and represent patterns within numbers up to 10, including even and odd, double facts and how quantities can be distributed equally. | * Talk about patterns of events first, next, after etc. Continue, copy and create repeating patterns. * Make patterns with varying rules (including AB, ABB and ABBC) and objects. Notice and correct an error in a repeating pattern (with limited support). |
| **Year 1** |  |  |  |  |

