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| **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
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| **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...’
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| **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).
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| **Year 1** |  |  |  |  |

