Mathematics

Birth to 5 Matters [Range 4 (24-36 months), Range 5 (36-48 months), Range 6 (48-60 months, 60-71 months)]

<u>Development Matters [Birth to three, 3 and 4 year olds, Children in Reception]</u>

National Curriculum [Year 1]



EYFS Statutory Framework: Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

ELG: **Number** Children at the expected level of development will: - 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.

ELG: **Numerical Patterns** Children at the expected level of development will: - Verbally count beyond 20, recognising the pattern of the counting 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.

| | Preschool | Nursery | Reception | KS1 Links |
|-----------|---|---|--|---|
| Number | - Beginning to count on their fingers | - Begin to recognise numerals 0 to 10 - Subitises one, two and three objects (without counting) - Links numerals with amounts up to 5 and maybe beyond - Separates a group of three | - Increasingly confident at putting numerals in order 0 to 10 (ordinality) - Subitises up to 5 - Matches the numeral with a group of items to show how many there are (up to 10) | Pupils should be taught to: - read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs - represent and use number |
| | | or four objects in different ways, beginning to recognise that the total is still the same | Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–5 and | bonds and related subtraction facts within 20 - add and subtract one-digit and two-digit numbers to 20, |
| Numerical | - Beginning to compare and | - Compares two small groups | some to 10. - Uses number names and | including zero Pupils should be taught to: |
| Pattern | recognise changes in numbers of things, using | of up to five objects, saying when there are the same | symbols when comparing | count to and across 100, forwards and |

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Mathematics

| - Begins to say numbers in order, some of which are in the right order (ordinality) - Take part in fineer rhymes with numbers. - Recite numbers past 5 Show ffinger numbers' up to 5 Points or touches (tags) each teem, saying one number for each item, using the stable order of 1,2,3,4,5 Counts up to trive items, recognising that the last number said represents the total counted so far (cardinal principle) - Beginning to recognise that each counting number is one more than the one before - Responds to some spatial and positional language - Chooses puzzle pieces and tries to fit them in - Recognises that two objects have the same shape - Makes simple constructions Explores differences in size, length, weight and capacity - Beginning to anticipate times of the day such as mealtimes or home time - Recite numbers past 5 Recite numbers of things, showing understanding of relative size - Enjoys composing and decomposing shapes learning which shapes combine to make other shapes - Finjoys composing and decomposing shapes, learning which shapes combine to make other shapes - Spots patterns in the environment, beginning to identify the pattern "rule" - Becomes familiar with measuring tools in everyday experiences and play - In the bag is under the table," - with no pointing Finjoys partitioning and combining shapes to make now shapes with 2D and 3D | backwards, beginning with 0 or 1, or from | numbers, showing interest in large numbers | number of objects in each group, e.g. You've got two, | words like more, lots or 'same' | |
|--|---|--|--|---------------------------------|-------------|
| order, some of which are in the right order (ordinality) Take part in finger rhymes with numbers With numbers Now finger numbers up to 5. Show finger numbers up to 5. Points or touches (tags) each tem, saying one number for each item, using the stable order of 1,2,3,4,5. Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle). Beginning to recognise that each counting number is one more than the one before Shape, Space, and Measure A Responds to some spatial and positional language. Chooses puzzle pieces and tries to fit them in Recognises that two objects have the same shape Makes simple constructions, Explores differences in size, length, weight and capacity. Beginning to anticipate times of the day such as mealtimes or home time Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'Sides', 'corners'; 'straight', flat', 'round'. Understand position through words alone – for example, "The bag is under the table," — with no pointing. Fighty services and play - with no pointing and combining shapes to make new shapes with 2D and 3D time. I sincreasingly able to order and sequence events using everyday language related to time. | any given number | | | | |
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| - Makes simple constructions - Explores differences in size, length, weight and capacity - Beginning to anticipate times of the day such as mealtimes or home time 'flat', 'round'. - Understand position through words alone – for example, "The bag is under the table," - with no pointing with no pointing Enjoys partitioning and combining shapes to make new shapes with 2D and 3D identify the pattern "rule" - Becomes familiar with measuring tools in everyday experiences and play - Is increasingly able to order and sequence events using everyday language related to time | | · · · · | | | |
| - Explores differences in size, length, weight and capacity - Beginning to anticipate times of the day such as mealtimes or home time - Understand position through words alone – for example, "The bag is under the table," – with no pointing with no pointing Enjoys partitioning and combining shapes to make new shapes with 2D and 3D - Becomes familiar with measuring tools in everyday experiences and play experiences and play experiences and sequence events using everyday language related to time | pacity and volume | | | | |
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| - Beginning to anticipate times of the day such as mealtimes or home time - With no pointing With no pointing With no pointing Enjoys partitioning and combining shapes to make new shapes with 2D and 3D - With no pointing Is increasingly able to order and sequence events using everyday language related to time | - recognise and know | | The state of the s | | |
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| combining shapes to make everyday language related to new shapes with 2D and 3D time | coins and notes | | | | |
| new shapes with 2D and 3D time | - recognise and name | | | or nome time | |
| | common 2-D and 3-D | | | | |
| Shapes - Continue conviand create | shapes | - Continue, copy, and create | shapes | | |
| repeating patterns. | siidpos | | Shapes | | |

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- Explores and adds to simple linear patterns of two or three repeating items, e.g., stick, leaf (AB) or stick, leaf, stone (ABC) - In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items

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