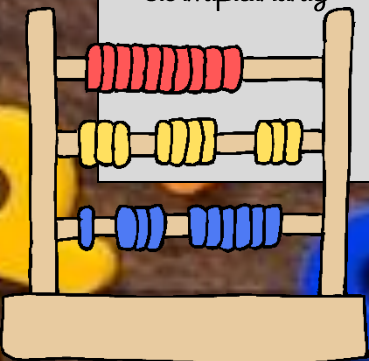




A mathematician in our early years will...

Nursery - Number				
	Baseline (Sept) (On Entry- Age 3)	Autumn (Dec)	Spring (Apr)	Summer (July) End of Nursery "Goals"
Numbers to 5	Count in my play (sometimes I miss numbers)	Recite numbers to 5 and beyond	Say one number name for each item Show 'finger' numbers to 5	Count, order, recognise and use numbers to 5
Subitise	React to changes in amounts e.g. hiding and returning rhymes- two dicky birds	Start to subitise up to two	See 3 in different ways (through different manipulatives e.g. 3 sticks as a row / triangle / on top of each other) and recognise it without counting	Subitise up to 3 objects (recognise up to 3 objects quickly without counting)
Comparing	Compare sizes using some gesture and language e.g. bigger, longer, taller, smaller, etc.	Make comparisons between objects- size, length, weight and capacity	Make comparisons between quantities	Compare quantities using the vocabulary of greater, less, more, fewer and the same

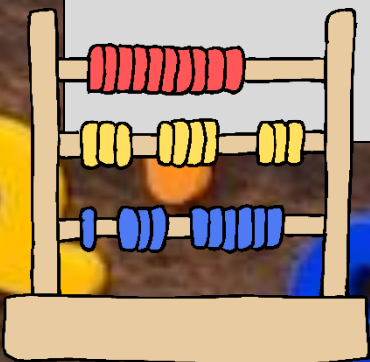




A mathematician in our early years will...

Nursery - Numerical Patterns

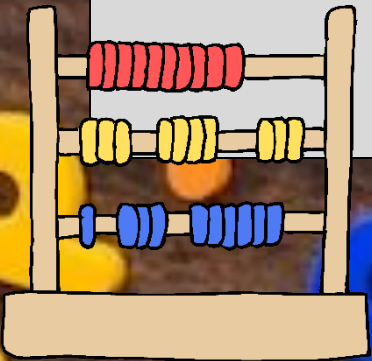
	Baseline (Sept) (On Entry- Age 3)	Autumn (Dec)	Spring (Apr)	Summer (July) End of Nursery "Goals"
Numerical Patterns	Notice patterns and arrange things in patterns	Spot patterns and talk about them e.g. stripes on a scarf	Extend a pattern that has been made Create my own simple patterns (ABAB)	Talk about patterns and spot errors Continue and create patterns
Sequencing and Patterns of Time	React to changes in amounts e.g. hiding and returning rhymes- two dicky birds	Start to use vocabulary to describe the time of day that things happen e.g. day, afternoon, evening, etc.	Start to talk about upcoming events e.g. birthdays and then talk about what happened after the event	Sequence a pattern of events using time language e.g. first, next, then
Shape and Space	Combine shapes and objects e.g. stacking blocks/ cups	Use shapes for building thinking about their properties e.g. flat sides for stacking	Combine shapes to make new ones e.g. a bridge / arch, bigger square, etc.	Talk about 2D and 3D shapes (using informal vocab e.g. sides, straight, round, flat)





A mathematician in our early years will...

Reception - Number				
	Baseline (Sept)	Autumn (Dec)	Spring (April)	Summer ELG (July)
Numbers to 10 and Subitising	<p>Show numbers to 5 using concrete resources</p> <p>Match numeral and quantity to 5</p> <p>Say one number name for each item</p> <p>Quickly say how many there are (up to 3)</p>	<p>Count to 5 using different mathematical resources</p> <p>Match numeral and quantity to 5</p> <p>Quickly say how many there are (up to 3) in different arrangements</p>	<p>Count objects, claps, movements up to 10</p> <p>Match numeral and quantity (within 10)</p> <p>Quickly say how many there are (up to 5)</p>	<p>Show how numbers to 10 are made up using different models e.g. part whole, tens frame</p> <p>Recognise the numerals to 10 and match to quantity consistently</p> <p>Recognise quantities up to 5 without counting</p>
Calculation	<p>Solve some simple problems with numbers to 5</p>	<p>Start to show how numbers can be made up e.g. 1 and 3 is 4 and know there is more than one way of doing this</p>	<p>Recall number bonds to 5</p> <p>Start to give some linked subtraction facts</p> <p>Start to recall some double facts e.g. 1 and 1 is 2</p>	<p>Recall number bonds up to 5 and some to 10</p> <p>Match subtraction facts with number bonds</p> <p>Recall some double facts within 10</p>





A mathematician in our early years will...

Reception - Numerical Patterns

	Baseline (Sept)	Autumn (Dec)	Spring (April)	Summer ELG (July)
The Number System	Count to 5 reliably Start to count beyond 5	Count to 10 by rote	Count to 20, knowing the teen numbers	Count beyond 20
Comparison	Start to compare quantities using non-standard vocabulary	Compare manipulatives (e.g. saying when one tower is bigger/smaller) Find one more / one less using resources	Compare two quantities saying when one is bigger/smaller/same Say a number that is one more / less without resources	Compare quantities using greater / more than, fewer / less than, the same / equal
Patterns	Start to continue and copy patterns	Continue and copy patterns Create my own patterns	Spot errors in the pattern Name my pattern e.g. ABAB Start to identify odd and even numbers linked to sharing	Show patterns in numbers to 10 Talk about odd and even numbers Say double facts Share equally

