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| **Mathematics** |
| Birth to 3 | Nursery | Reception |
| **Babies, toddlers and young children** will be learning to:* combine objects like stacking blocks and cups - put objects inside others and take them out again
* take part in finger rhymes with numbers
* react to changes of the amount in a group of up to 3 items

**Babies, toddlers and young children** will be learning to:* compare amounts, saying ‘lots’, ‘more’ or ‘same’
* develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence
* count in everyday contexts, sometimes skipping numbers – ‘1-2-3-5’

**Babies, toddlers and young children** will be learning to:* climb and squeeze themselves into different types of spaces
* build with a range of resources
* complete inset puzzles
* compare sizes, weights etc. using gesture and language - ‘bigger, little, smaller’, ‘high or low’, ‘tall’, ‘heavy’
* notice patterns and arrange things in a pattern
 | **3 and 4-year-old children** will be learning to:* develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’)
* recite numbers past 5
* say one number for each item in order: 1,2,3,4,5
* know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’)
* show ‘finger numbers’ up to 5
* link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5

**3 and 4-year-old children** will be learning to:* experiment with their own symbols and marks as well as numerals
* solve real-world mathematical problems with numbers up to 5
* compare quantities using language ‘more than’ and ‘fewer than’
* talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language such as:
	+ sides
	+ corners
	+ straight
	+ flat
	+ round

**3 and 4-year-old children** will be learning to:* understand position through words alone, for example, “The bag is under the table,” with no pointing
* describe a familiar route
* discuss routes and locations, using words like ‘in front of’ and ‘behind’
* make comparisons between objects relating to size, length, weight and capacity
* select shapes appropriately such as flat surfaces for building or a triangular prism for a roof
* combine shapes to make new ones, for example, an arch or a bigger triangle

**3 and 4-year-old children** will be learning to:* talk about and identify the patterns around them, for example, stripes on clothes or designs on rugs and wallpaper
* use informal language like ‘pointy’, ‘spotty’ or ‘blobs’
* extend and create ABAB patterns – stick, leaf, stick, leaf
* notice and correct an error in a repeating pattern
* begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then…’
 | **Reception children** will be learning to:* count objects, actions and sounds
* subitise
* link the number symbol (numeral) with its cardinal number value
* count beyond 10

**Reception children** will be learning to:* compare numbers
* understand the ‘one more than or one less than’ relationship between consecutive numbers
* explore the composition of numbers to 10
* automatically recall number bonds for numbers 0 to 5 and some to 10
* select, rotate and manipulate shapes to develop spatial reasoning skills

**Reception children** will be learning to:* compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can
* continue, copy and create repeating patterns
* compare length, weight and capacity

**ELGs****Number ELG****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.**Numerical Patterns ELG****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 |