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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 |