

## Mathematics

	Number	Numerical Patterns
Nursery	<p>Displays fast recognition of up to 3 objects, without having to count them individually ('subitising')</p> <p>Recites numbers past 5</p> <p>Can say one number for each item in order: 1,2,3,4,5</p> <p>Knows that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')</p> <p>Can show 'finger numbers' up to 5</p> <p>Can link numerals and amounts: e.g. showing the right number of objects to match the numeral, up to 5</p> <p>Is experimenting with his/her own symbols and marks as well as numerals</p> <p>Is able to solve real world mathematical problems with numbers up to 5</p> <p>Can compare quantities using language such as; 'more than', 'fewer than'</p>	<p>Can talk about and explore 2D and 3D shapes (e.g. circles, rectangles, triangles and cuboids) using informal and mathematical language; 'sides', 'corners', 'straight', 'flat', 'round'</p> <p>Understands position through words alone, e.g. "The bag is under the table," - with no pointing</p> <p>Can describe a familiar route</p> <p>Is able to discuss routes and locations, using words like 'in front of' and 'behind'</p> <p>Can make comparisons between objects relating to size, length, weight and capacity</p> <p>Selects shapes appropriately; flat surfaces for building, a triangular prism for a roof etc</p> <p>Combines shapes to make new ones; an arch, a bigger triangle etc</p> <p>Talks about and identifies the patterns around him/her, e.g. stripes on clothes, designs on rugs and wallpaper. He/She uses informal language like 'pointy', 'spotty', 'blobs' etc</p>

		<p>Is able to extend and create ABAB patterns, e.g. stick, leaf, stick, leaf</p> <p>Notices and corrects an error in a repeating pattern</p> <p>Is beginning to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>
Reception	<p>Counts objects, actions and sounds</p> <p>Is able to subitise (recognise how many objects there are in a small group without counting)</p> <p>Is able to link the number symbol (numeral) with its cardinal number value</p> <p>Can count beyond ten</p> <p>Is able to compare numbers</p> <p>Understands the 'one more than/one less than' relationship between consecutive numbers</p> <p>Is able to explore the composition of numbers to 10</p> <p>Automatically recalls number bonds for numbers 0–5 and some to 10.</p> <p>Automatically recalls (without reference to rhymes, counting or other aids) number bonds up to 5</p>	<p>Can select, rotate and manipulate shapes in order to develop spatial reasoning skills</p> <p>Investigates composing and decomposing shapes and recognises a shape can have other shapes within it, just as numbers can</p> <p>Is able to continue, copy and create repeating patterns</p> <p>Can compare length, weight and capacity</p> <p>Can compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity (ELG)</p> <p>Is able to explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally (ELG)</p>

	<p>(including subtraction facts) and some number bonds to 10, including double facts (ELG)</p> <p>Has a deep understanding of number to 10, including the composition of each number (ELG)</p> <p>Is able to subitise (recognise quantities without counting) up to 5 (ELG)</p>	<p>Verbally counts beyond 20, recognising the pattern of the counting system (ELG)</p>
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