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| **Focus** | **Birth to three** | **3 and 4 year olds** | **Reception** |
| **Cardinality and counting**Understanding that the cardinal value of a number refers to the quantity, or ‘howmanyness’ of things it represents | Take part in finger rhymes with numbers.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.’ | 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.Experiment with their own symbols and marks as well as numerals.Solve real world mathematical problems with numbers up to 5. | Count objects, actions and sounds.Subitise.Link the number symbol (numeral) with its cardinal number value.Count beyond ten. |
| **Comparison**Understanding that comparing numbers involves knowing which numbers are worth more or less than each other | React to changes of amount in a group of up to three items. Compare amounts, saying ‘lots’, ‘more’ or ‘same’. | Compare quantities using language: ‘more than’, ‘fewer than’. | Compare numbers.Understand the ‘one more than/one less than’ relationship between consecutive numbers. |
| **Composition**Understanding that one number can be made up from (composed from) two or more smaller numbers |  |  | Explore the composition of numbers to 10.Automatically recall number bonds for numbers 0–10. |

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| **Focus** | **Birth to three** | **3 and 4 year olds** | **Reception** |
| **Pattern**Looking for and finding patterns helps children notice and understand mathematical relationships | Notice patterns and arrange things in patterns. | Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc. 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...’ | Continue, copy and create repeating patterns. |
| **Shape and space**Understanding what happens when shapes move, or combine with other shapes, helps develop wider mathematical thinking | Combine objects like stacking blocks and cups. Put objects inside others and take them out again.Climb and squeezing selves into different types of spaces. Build with a range of resources. Complete inset puzzles. | 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.Describe a familiar route. Discuss routes and locations, using words like ‘in front of’ and ‘behind’.Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones - an arch, a bigger triangle etc. | Select, rotate and manipulate shapes in order to develop spatial reasoning skills.Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. |
| **Measures**Comparing different aspects e.g. length, weight & volume, as a preliminary to using units to compare later | Combine objects like stacking blocks and cups. Put objects inside others and take them out again.Compare sizes, weights etc. using gesture and language - ‘bigger/little/smaller’, ‘high/low’, ‘tall’, ‘heavy’. | Make comparisons between objects relating to size, length, weight and capacity. | Compare length, weight and capacity. |

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| **Early Adopters EYFS ELG** |
| **ELG Number** Children at the expected level of development will: | **ELG Numerical Patterns** 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
 | * 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
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