Walverden Primary School
Mathematics

	Nursery	Reception	ELG
Number	• Take part in finger rhymes with numbers. • React to changes of amount in a group of up to three items. 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.' • Everything apart from climb and squeeze and stack blocks	• Count objects, actions and sounds.	ELG: Number 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.
	• Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').	• Subitise.	
	• Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').	• Link the number symbol (numeral) with its cardinal number value.	
		• Automatically recall number bonds for numbers 0–5 and then 10.	

Numerical patterns	• Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5.	• Count beyond ten.	ELG: Numerical Patterns 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.
		• Compare numbers.	
	• Experiment with their own symbols and marks as well as numerals. Compare quantities using language: 'more than', 'fewer than'.	• Solve real world mathematical problems with numbers up to 5. Understand the 'one more than/one less than' relationship between consecutive numbers.	
	• 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.	• Explore the composition of numbers to 10.	
Shape	• Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. • Talk about and explore 2D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. • Combine shapes to make new ones - an arch, a bigger triangle etc.	• 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'. • Select, rotate and manipulate shapes in order to develop spatial reasoning skills.	•
	• Understand position through words alone – for example, The	• Describe a familiar route.	

	bag is under the table," – with no pointing. • Discuss routes and locations, using words like 'in front of' and 'behind'.	• Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.	
	• Notice patterns and arrange things in patterns. • Talk about and identify 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. • Continue, copy and create repeating patterns. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...	
	• '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.	

Purple- birth to 3

Red- 3-4

Black- Reception