

ELG

Maths

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.

Numerical Patterns:

Children at the expected level of development will: - Verbally count beyond 20, recognising the pattern of the counting system;

	Autumn	Spring	Summer
Number	<p>Counting Children know how to count securely at least 5 objects and correspond correctly when they count. Children know how to give the total group once they have counted.</p> <p>Subitising Children start to subitise groups and pictures of groups of 5 objects (including a 5 frame)</p> <p>Composition Children know how to put groups of objects together and count the total (up to 5)</p> <p>Number Formation Children know how to write numerals 0-5 with correct formation.</p>	<p>Counting Children know how to count securely at least 10 objects and correspond correctly when they count. Children know how to give the sum of the group once they have counted.</p> <p>Subitising Children know how to recognise a group of 5 without counting it (subitise)</p> <p>Composition Children know how to understand and accurately use zero Children are beginning to discuss and find bonds to 10 (what's the hidden number?)</p>	<p>To consolidate previous learning: Subitising Counting Composition Sorting and matching Comparing Ordering</p> <p>Counting Children know how to match quantities to numerals for all numbers to 20 Children know how to recall double facts</p> <p>Composition Children know how to build and identify numbers to 20 using a range of resources.</p>

	<p>Focus Number Rhymes Five Little Speckled Frogs Five Little Ducks Five Little Dragons Five Currant Buns</p>	<p>Children know how to combine two groups to find out how many altogether. Children start to use part part whole models using dots/objects Number Formation Children know how to write numerals 0-10 with correct formation.</p>	<p>Children know that a teen number is made up of tens and ones Children know how to recall number bonds to 5 and 10 Children know how to find a matching partner number cards and pictures of groups of objects (number bonds to 10) Children know how to understand that quantities of groups know how to be changed by adding more Number Formation Children know that a teens number is made up of 10s and 1s</p>
<p>Numerical Patterns</p>	<p>Counting Children know how to count backwards and forwards fluently to at least 5 (most to 10) Ordering/Comparing Children compare groups of both identical and non-identical objects to say which group has greater or fewer. They know how to say when the groups are equal. Children know how to compare groups of a minimum of 5 objects with all being able to say (without counting) which is the largest or smallest group. Children know how to use the vocabulary of comparison for group of objects (more/fewer/same amount) Children know how to find one more/one less than a number to 5.</p>	<p>Children know how to count backwards and forwards fluently to 10 Ordering/Comparing Children know how to order 3 or more quantities Children know how to find 1 more/1 less than a number to 10 Children know how to sort, order and compare representations of numbers Composition Children know how to recognise when the total of 2 groups are the same and call them 'even' Children know how to recognise representations of numbers to 10 using their knowledge of 5 or pairs (tens frames)</p>	<p>To consolidate previous learning: Subitising Counting Composition Sorting and matching Comparing Ordering Counting Children know how to count on and back beyond 10 noticing patterns. Children know that double means twice as many Children know how to find doubles using objects and 10s frames Ordering/Comparing Children know how to compare items by building patterns using 10s frames, exploring odd and even and grouping into pairs. Composition</p>

			<p>Children know how to use mathematical stories to show addition and subtraction.</p> <p>Children know how to talk about odd and even numbers; recognising that an even number contains pairs.</p> <p>Children know how to split a group of objects and share it in to two equal groups.</p>
<p>Shape, Space and Measure</p>	<p>Measures: Children know how to talk about weight and balance weighing scales. Children know how to use the language: larger, smaller, long, short, tall, heavy, light, fully, empty.</p> <p>Sorting Children know how to name and recognise circles, triangles, squares and rectangles. Children know how to talk about straight and curved sides when discussing shapes. Children know how to make pictures and build using shapes. Children know how to print with 3D shapes and recognise that some 3D shapes make circles, squares and triangles.</p> <p>Spatial Reasoning Children know how to use simple positional and directional language: next to, on top of, under, over, in, behind, between, beside, through.</p> <p>Patterns</p>	<p>Measures: Children know how to make direct comparisons about weight using balance scales to check. Children know how to use language: heavy, heavier than, heaviest, light, lighter than, lightest. Children know how to explore capacity and use the language: tall, thin, narrow, wide, shallow, empty, nearly empty, full, half full, nearly full. Children know how to make direct comparisons when describing length and height. Children know how to use language: taller, shorter, longer, narrower and wider. Children solve problems involving length, height, capacity, weight</p> <p>Shape Children know how to make, describe and sort 3D shapes talking about similarities and differences. They use 3D shapes to make models.</p> <p>Patterns</p>	<p>Measures: Children use their environment to explore capacity, weight and length, solving problems independently.</p> <p>Shape Children know how to solve shape problems (find the shape that's missing, rotate the shape to fit) Children know how to recognise different representations and rotations of shape. Children know how to use shapes to make new shapes, e.g. triangles to make a square. Children know how to give positional instructions (Beebots) and use their shapes to recreate models, real places and story places.</p> <p>Spatial reasoning Children know how to make maps and plans to represent places using different directional language (first, next, then)</p>

Children know how to continue, copy and create a two step repeating pattern.

Time

Children know how to use language: day, night, morning, afternoon, before, after, today, tomorrow, now, next, later.

Children know how to sequence days of the week.

Children know how to order key events in their daily routines.

Children begin to explore the passing of time with sand timers.

Children know how to continue, copy and create a three step repeating pattern.

Time

Children know how to order and sequence important times in their day using: now, before, later, soon, after, then, next

Children know how to describe events for different days of the week: yesterday, today, tomorrow