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| **Maths** | **Birth to 3** | **3-4 year olds** | **4-5 year olds** | **ELG** |
| **Number** | Take part in finger rhymes with numbers.  Circle time  Count in everyday contexts, sometimes skipping numbers 1-2-3-5  Counting objects (plates, cups, steps, children etc) | Count confidently to 5 (then beyond 5 if ready)  Number songs  Daily practice  Develop fast recognition of up to 3 objects without counting individually.  Range of objects in random orders  Point out numbers of objects  Children to count number of objects  Say one number for each item in order, up to 5.  Repeat answer once finished counting  Know the last number reached when counting a small set of objects tells you how many there are in total.  Ask children to get a number of items.  Count items arranged in a random order.  Show ‘finger numbers’ up to 5.  Singing games  Link numerals and amounts.  Matching picture cards / dominoes / dice to numbers. | Count confidently to 10.  Number songs  Daily practice  Explore the composition of numbers to 10.  Recognise 1-5  Recognise 6-10  Count objects, actions or sounds, to 5, then 10 Confidently count objects when arranged in a random order.  Find numbers in different areas of the classroom.  One more / one less  Recognise on a number line  Subitise to 5  Show small quantities in familiar patterns (dice / dominoes)  Show small patterns in random arrangements (subitise cards)  Reveal / hide object cards  Five frames  Ten frames  Encouragement of subitising before counting  Show numbers on fingers  Number bonds to 5  Through addition and subtraction  Showing on fingers  Crab pincers to make bonds etc  Pegs on coat hangers  Numicon  Double facts  Real life scenarios  Number bonds to 10  Through addition and subtraction  Showing on fingers  Crab pincers to make bonds etc  Pegs on coat hangers  Numicon  Double facts  Real life scenarios | Have a deep understanding of number to 10, including the composition of each number; 14.  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** | Notice patterns and arrange things in patterns. | Know what a pattern is, continue a pattern and describe a pattern.  Colours  Shapes  Discuss the patterns  Compare quantities.  Which is more than / less than / the same  Heavier / lighter  Monkey balances  Balance scales  Explore 2d and 3d shapes in continuous provision  Discuss shapes using different language – corners, round, straight sides etc. | Recognise and create patterns.  Shapes  Colours  Images  Count up to 20 and beyond.  Counting songs  Use actions to show the counting  Odds and evens (numbers under the shelter)  Pattern of counting  Compare quantities up to 10.  Compare length, weight and capacity  Greater than / less than / the same  Progress on to comparing numbers  Numicon on balance scales  Explore 2d and 3d shapes in continuous provision  Discuss shapes using different language – corners, round, straight sides etc.  Can they find them in the environment?  Shape detectives  Make them with lollipop sticks  Tangrams | 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. |