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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 timeCount in everyday contexts, sometimes skipping numbers 1-2-3-5Counting objects (plates, cups, steps, children etc) | Count confidently to 5 (then beyond 5 if ready)Number songsDaily practiceDevelop fast recognition of up to 3 objects without counting individually.Range of objects in random ordersPoint out numbers of objectsChildren to count number of objectsSay one number for each item in order, up to 5.Repeat answer once finished countingKnow 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 gamesLink numerals and amounts.Matching picture cards / dominoes / dice to numbers. | Count confidently to 10.Number songsDaily practiceExplore the composition of numbers to 10.Recognise 1-5Recognise 6-10Count 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 lessRecognise on a number lineSubitise to 5Show small quantities in familiar patterns (dice / dominoes)Show small patterns in random arrangements (subitise cards)Reveal / hide object cardsFive framesTen framesEncouragement of subitising before countingShow numbers on fingersNumber bonds to 5Through addition and subtraction Showing on fingersCrab pincers to make bonds etcPegs on coat hangersNumiconDouble factsReal life scenariosNumber bonds to 10Through addition and subtraction Showing on fingersCrab pincers to make bonds etcPegs on coat hangersNumiconDouble factsReal 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.ColoursShapesDiscuss the patternsCompare quantities.Which is more than / less than / the sameHeavier / lighterMonkey balancesBalance scalesExplore 2d and 3d shapes in continuous provisionDiscuss shapes using different language – corners, round, straight sides etc. | Recognise and create patterns.ShapesColoursImagesCount up to 20 and beyond.Counting songsUse actions to show the countingOdds and evens (numbers under the shelter)Pattern of countingCompare quantities up to 10.Compare length, weight and capacityGreater than / less than / the sameProgress on to comparing numbersNumicon on balance scalesExplore 2d and 3d shapes in continuous provisionDiscuss shapes using different language – corners, round, straight sides etc.Can they find them in the environment?Shape detectivesMake them with lollipop sticksTangrams | 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. |