




# Mathematics

## Number

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Pre - Nursery</b>	Counting <ul style="list-style-type: none"> <li>• May engage in counting-like behaviour, making sounds and pointing or saying some numbers in sequence</li> <li>• Uses number words, like one or two and sometimes responds accurately when asked to give one or two things</li> </ul>					
<b>Nursery</b> (2 – 3 yrs)	<b>Working towards Autumn 2 Goal</b> 	<b>Cardinality (How many?)</b> • In everyday situations, takes or gives two or three objects from a group	<b>Working towards Spring 2 Goal</b> 	<b>Cardinality (How many?)</b> • Beginning to count on their fingers.	<b>Working towards Summer 2 Goal</b> 	<b>Cardinality (How many?)</b> • Beginning to notice numerals (number symbols)
<b>Nursery F1</b> (3 - 4 yrs)	<b>Cardinality</b> <ul style="list-style-type: none"> <li>• Subitises one, two and three objects (without counting)</li> </ul>	<b>Cardinality</b> <ul style="list-style-type: none"> <li>• Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle)</li> </ul> <b>Composition</b> <ul style="list-style-type: none"> <li>• Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers</li> </ul>	<b>Cardinality</b> <ul style="list-style-type: none"> <li>• Links numerals with amounts up to 5</li> </ul>	<b>Composition</b> <ul style="list-style-type: none"> <li>• Beginning to use understanding of number to solve practical problems in play and meaningful activities</li> </ul>	<b>Cardinality</b> <ul style="list-style-type: none"> <li>*Beginning to link numerals with amount beyond 5</li> </ul> <b>Composition</b> <ul style="list-style-type: none"> <li>• Beginning to recognise that each counting number is one more than the one before</li> </ul>	<b>Cardinality</b> <ul style="list-style-type: none"> <li>• Explores using a range of their own marks and signs to which they ascribe mathematical Meanings</li> </ul> <b>Composition</b> <ul style="list-style-type: none"> <li>• Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same</li> </ul>

<p><b>Reception</b> <b>F2</b> (4 – 5yrs)</p>	<p><b>Cardinality</b></p> <ul style="list-style-type: none"> <li>Becomes familiar with the meaning of subitising. • Counts out up to 5 objects from a larger group</li> <li>Matches the numeral with a group of items to show how many there are (up to 5)</li> <li>Begins to recognise their ability to subitising numbers to 3</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>Shows awareness that numbers are made up (composed) of smaller</li> </ul>	<p><b>Composition</b></p> <ul style="list-style-type: none"> <li>Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects (numbers 1- 5)</li> <li>In practical activities, adds one and subtracts one with numbers to 10</li> </ul>	<p><b>Cardinality</b></p> <ul style="list-style-type: none"> <li>Can recognise their ability to subitising numbers to 3</li> </ul> <p><b>Spatial Awareness</b></p> <ul style="list-style-type: none"> <li>Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints</li> <li>Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning)</li> </ul>	<p><b>Composition</b></p> <ul style="list-style-type: none"> <li>Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects (6, -10)</li> <li>Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees 3 raisins on a plate as two and one.</li> <li>In practical activities, adds one and subtracts one with numbers to 10</li> </ul>	<p><b>Cardinality</b></p> <ul style="list-style-type: none"> <li>Engages in subitising numbers to four and maybe five</li> <li>Counts out up to 10 objects from a larger group</li> <li>Matches the numeral with a group of items to show how many there are (up to 10)</li> </ul>	<p><b>Composition</b></p> <ul style="list-style-type: none"> <li>Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects (any number from 1 – 10)</li> <li>Can conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three</li> <li>Begins to explore and work out mathematical</li> </ul>
	<p>numbers, exploring partitioning in different ways with a wide range of objects (numbers 1- 5)</p>		<ul style="list-style-type: none"> <li>May enjoy making simple maps of familiar and imaginative environments, with landmarks</li> </ul>	<ul style="list-style-type: none"> <li>To recall number bonds to 4</li> </ul>		<p>problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and “+” or “-“</p> <ul style="list-style-type: none"> <li>To recall number bonds to 5 and explore number bonds for number 6-10</li> </ul>
<p><b>ELG</b></p>	<p><b>Children at the expected level of development will:</b></p> <ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number;</li> <li>Subitise (recognise quantities without counting) up to 5;</li> <li>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.</li> </ul> <p><b>Statutory Educational Programme: Mathematics</b></p> <p>In addition, it is important that the curriculum includes rich opportunities for children to develop their <i>spatial reasoning skills</i> across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.</p>					