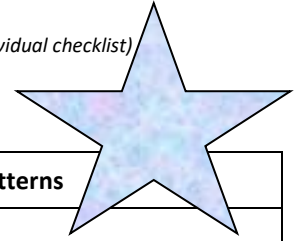




Mathematics



	Number	Numerical Patterns
Nursery Autumn 2 checkpoint	Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You've got two, I've got two. Same!	Beginning to compare and recognise changes in numbers of things, using words like more, lots or 'same'
	In everyday situations, takes or gives two or three objects from a group	Begins to say numbers in order, some of which are in the right order (ordinality)
Nursery Spring 2 checkpoint	Links numerals with amounts up to 5 and maybe beyond	Beginning to recognise that each counting number is one more than the one before
	Uses some number names and number language within play, and may show fascination with large numbers	Is interested in what happens next using the pattern of everyday routines
Nursery Summer 2 checkpoint	Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5.	Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle)
	Subitises one, two and three objects (without counting)	May enjoy counting verbally as far as they can go
	Begin to recognise numerals 0 to 10	
Reception Autumn 2 checkpoint	Beginning to use understanding of number to solve practical problems in play and meaningful activities	Estimates of numbers of things, showing understanding of relative size
	Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0	Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC)
	Matches the numeral with a group of items to show how many there are (up to 10)	
Reception Spring 2 checkpoint	Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three	Spots patterns in the environment, beginning to identify the pattern "rule"
	Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects	Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and "+" or "-"
		Increasingly confident at putting numerals in order 0 to 10 (ordinality)
ELG Reception Summer 2 From Birth to 5	Have a deep understanding of number to 10, including the composition of each number	Verbally count beyond 20, recognising the pattern of the counting system;
	Subitise (recognise quantities without counting) up to 5	Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity
	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	Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
	In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills 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	