MATHEMATICS

Early Years Framework

AUTUMN 1

- Count to 3
- Compare up to 3
- Composition of 1,2 and 3
- Children count on and back to 4
- Composition of 4 and 5

1

AUTUMN 2

- Subitise up to 5 items
- One more, one less within 5
- Compare numbers within
- Night and day
- Use language of length and height

2

SPRING 1

- Introduce zero
- Represent, count and compare 6,7 and 8
- Number bonds to 5
- Match and sort objects
- Recognise and copy repeated patterns
- Use positional language

3

SPRING 2

- Verbally count beyond 20
- Make comparisons between amounts
- Represent, Subitise and compare numbers up to 10
- Number bonds to 10
- Compare and order size, mass and capacity
- Sequence events in their day to day lives

4

SUMMER 1

- Make pairs
- Combine two groups
- Build numbers up to and beyond 20 recognising patterns of the number system.
- Adding within 10
- Take away within 10
- Recognise even and odd numbers
- Subitise numbers

5

SUMMER 2

- Doubling
- Sharing and grouping numbers within 10
- Recognise triangles and circles,
- Name squares and rectangles (shapes with 4 sides)
- Explore 3D shapes
- Number bonds to 10
- Recognise and copy repeated patterns

6

MATHEMATICS END POINT

Early Years Framework

ELG: Number

Children at the expected level of development will:

• Have a deep understanding of numbers 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.

ELG: Numerical Patterns

Children at the expected level of development will:

· 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.