



WRENBURY PRIMARY SCHOOL EYFS – Mathematics			
	3-4 Years	Reception	ELG Checkpoint
Number	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1, 2, 3, 4, 5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'	Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond 10. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–5 and some to 10	Have a deep understanding of number 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. <u>Readiness for Y1</u> Can confidently count beyond 20 and demonstrate a thorough understanding of numbers up to 10. Adds groups to find a total and is starting to experiment with writing number sentences including symbols. Subsites numbers up to 5. Knows that numbers are made up of other numbers and explores the composition of numbers, particularly 5 and 10.

Subitise different arrangements, both unstructured and structured. Make different arrangements of numbers within 3 and talk about what they can see, to develop their conceptual subitising skills spot smaller numbers 'hiding' inside larger numbers. Connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers. Hear and join in with the counting sequence. seeing that each number is made of one more than the previous number to 3. Develop counting skills and knowledge, including that the last number in the count tells us 'how many' (cardinality). To be accurate in 1:1 correspondence counting, each thing must be counted once and once only and in any order. Understanding that anything can be counted, including actions and sounds. Compare sets of objects by matching. Continue to develop their subitising skills for numbers within and beyond 3, and increasingly connect quantities to numerals. Begin to identify missing parts for numbers within 3. Join in with verbal counts beyond 10, hearing the repeated pattern within the counting numbers.	Identify when a set can be subitised and when counting is needed. Subitise different arrangements, both unstructured and structured. Make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills. Spot smaller numbers 'hiding' inside larger numbers. Connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers. Hear and join in with the counting sequence and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number. Develop counting skills and knowledge, including that the last number in the count tells us 'how many' (cardinality). To be accurate in counting, each thing must be counted once and once only and in any order. The need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds. Compare sets of objects by matching begin to develop the language of 'whole' when talking about objects which have parts. Continue to develop their subitising skills for numbers within and beyond 5 and increasingly connect quantities to numerals. Begin to identify missing parts for numbers within 5. Explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns. Focus on equal and unequal groups when comparing numbers. Understand that two equal groups can be called a 'double' and connect this to finger patterns. Sort odd and even numbers according to their 'shape'. Order numbers and play track games. Join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers. Continue to develop their counting skills, counting larger sets as well as counting actions and sounds. Explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame. Compare quantities and numbers, including sets of objects which have different attributes.	
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	3-4 Years	Reception	ELG Checkpoint
Numerical Pattern	Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'. Understand position through words alone – for example, "The bag is under the table", - with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Make comparisons between objects relating to size, length, weight and capacity. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones – an arch, a bigger triangle, etc. Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blob', etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeated pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'	Select, rotate and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns. Compare length, weight and capacity.	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. <u>Readiness for Y1</u> Recognises patterns in numbers and is interested in exploring them. Names 2D and some 3D shapes and knows shapes can be made up of other shapes. Uses some directional language accurately. Uses appropriate mathematically vocabulary. Measuring weight, capacity, height using a mixture of standard and non-standard units.
	I can play freely with blocks, shapes, shape puzzles and shape-sorters. Sensitively support and discuss questions like: "What is the same and what is different?" I can talk informally about shape properties using words like 'sharp corner', 'pointy' or 'curvy', "We need a piece with a straight edge." I can build increasingly more complex constructions.	I can explore pattern and building sets, including pattern blocks, tangrams, building blocks and magnetic construction tiles, as well as found materials. I can copy increasingly complex 2D pictures and patterns with these 3D resources. I can solve a range of jigsaws of increasing challenge. I can investigate how shapes can be combined to make new shapes: for example, two triangles can be put together to make a square.	

I can match blocks to silhouettes or fit things in containers, describing and naming shapes, “Where does this triangular one /cylinder /cuboid go?” I can use a range of natural and everyday objects and materials, as well as blocks and shapes, to make patterns with. I can continue patterns and spot mistakes. I can follow and invent movement and music patterns, such as clap, clap, stamp. I can use spatial words in play, including ‘in’, ‘on’, ‘under’, ‘up’, ‘down’, ‘besides’ and ‘between’, “Let’s put the troll under the bridge and the billy goat beside the stream.” I can use complex train tracks, with loops and bridges, or water-flowing challenges with guttering that direct the flow to a water tray. I can talk about size change - “Can you make a puddle larger?”, “When you squeeze a sponge, does it stay small?”, “What happens when you stretch dough, or elastic?” I can talk about patterns of events, in cooking or getting dressed. Suggestions: - ‘First’, ‘then’, ‘after’, ‘before’ - “Every day we...” - “Every evening we...” I can talk about the sequence of events in stories. I am beginning to use vocabulary like ‘morning’, ‘afternoon’, ‘evening’ and ‘night-time’, ‘earlier’, ‘later’, ‘too late’, ‘too soon’, ‘in a minute’. I can identify and name a square, circle, triangle and rectangle. I understand sequence of events in the school day using vocabulary. Refer to the days of the week, and the day before or day after, ‘yesterday’ and ‘tomorrow’.	I can predict what shapes I will make when paper is folded. I wonder aloud how many ways there are to make a hexagon with pattern blocks. I can find 2D shapes within 3D shapes, including through printing or shadow play. I can make patterns with varying rules (including AB, ABB and ABBC) and objects and I can continue the pattern. I can fix simple mistakes in a pattern.	Begins to order and sequence events using everyday language related to time. - Explores how various measuring devices are used in everyday life and in play.
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