

Maths Development

<u>Daycare</u>	<u>Pre School</u>	<u>Reception</u>	<u>ELG</u>	<u>Year 1</u>
<u>Number</u>				
<p>I know that things exist even when out of sight eg I have two socks Where is the other sock? D</p> <p>With support I know some counting words and some counting gestures eg pointing, making sounds, saying some numbers. D</p> <p>I know how to give one or two things sometimes with accuracy up to two. P</p> <p>With support, I know how to say number words for a purpose. P</p>	<p>Knows numbers of personal significance. D</p> <p>Knows that there are numbers beyond 10. D</p> <p>I Knows how to recite numbers from 0-10 . P</p> <p>Knows some number names and corresponding language during play. D</p> <p>Knows how to point to the number spoken (1-correspondance) up to 5 securely. P</p>	<p>I know and recognise numbers of personal significance. D</p> <p>I know that numbers have an order of value and can recite some numbers in order to 10. D</p> <p>I know that the last number said is my total. D</p> <p>I know how to match the numeral with a group of objects. P</p> <p>To begin to know that numbers are made up of smaller numbers exploring partitioning in different ways with a wide range of objects. D</p>	<p>Have a deep understanding of numbers to 10, including the composition of each number. I know and understand numbers to 10, linking names of numbers, numerals, their value, and their position in the counting order.</p> <p>Subitise (recognise quantities without counting) up to 5. I know how to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three.</p>	<p>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. D</p> <p>Count, read and write numbers to 100 in numerals Count in multiples of twos, fives and tens. D</p> <p>Given a number, identify one more and one less Use the language of: equal to, more than, less than (fewer), most, least D</p> <p>Use the language of equal to more than, less than fewer, most, least to compare numbers. (D)</p> <p>Identify and represent numbers using objects and pictorial representations</p>

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<p>Beginning to know how to count on their fingers. (D)</p>	<p>Knows numbers 1-10 in and out of order. D Knows that the last number said is the total counted so far within numbers to 5. D</p> <p>Knows, through play and exploration, that numbers are made up (composed) of smaller numbers Knows that each counting number is one more than the number before. D</p> <p>Knows that each counted number is 1 more than the number before. D</p> <p>Know how to recite numbers to 10. P</p> <p>Knows how to show finger numbers up to 5 and maybe beyond. P</p> <p>Knows how to link numbers up to 5 and maybe beyond.</p>	<p>I know how to count out a given number up to 5 from a larger group of objects. P</p> <p>Knows how to use recall strategies and subitising to identify the number of concrete/ pictorial in the set. P</p> <p>Knows how to partition a number of things in different ways including when problem solving. P</p> <p>Knows how to explore partitioning in different ways with a wide range of objects. P</p>	<p>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. I know how to recall double facts up to 5+5</p>	<p>including the number line D Read and write numbers from 1 to 20 in numerals and words. D</p> <p>Knows the values of 2 digit numbers. D</p> <p>Knows that 1 ten is equal to 10 ones. D</p> <p>Knows how the teen numbers are built. D</p>
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	<p>Knows that numbers can be represented in marks and signs. D</p>	<p>I Know number structures to 5. D</p> <p>Knows how to add and subtract 1 with numbers to 5. P</p> <p>I know that each counting number is one more than the one before. D</p> <p>I know how to subitise to 5. P</p> <p>I know how to use the vocabulary involved in adding and subtracting. P</p> <p>I know how to adds one and subtracts one with numbers to 10 (practical) P</p> <p>Knows how to explore and work out mathematical problems, using signs and strategies with support. P</p> <p>Can begin to explore and work out mathematical</p>		<p>Knows that addition makes a larger total.D</p> <p>Knows that subtraction reduces the amount. D</p> <p>Knows number bonds to 10. D</p> <p>Represent and use number bonds and related subtraction facts within 20 recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. D</p> <p>Knows how to count on to find totals to 20. P</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals(=) signs (appears also in Written Methods) P</p>
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<p>I know how to compare and recognise changes in numbers. (more, lots same)</p> <p>I know how to get objects from a groups. (P)</p> <p>I know that things may happen now or at another time.</p>	<p>Knows how to compare two small groups of up to 5 objects saying when there are the same objects in each group. P</p> <p>Knows how to separate a group of three to four objects in separate ways and knowing it is still the same. P</p> <p>Beginning to use understanding of number to solve practical problems in play and meaningful activities. D</p>	<p>problems using standard numerals, tallies and "+" or "-" p</p> <p>I knows the language of 'more' and 'fewer' to compare two sets of objects. D</p> <p>I know number names and symbols, showing interest in large numbers and can compare these. D</p> <p>I know how to match number to numeral. Knows how to sort and match by criteria. P</p> <p>I know that time passes and recognises routines. D</p> <p>Knows how to sort and</p>		<p>Knows how to count in ones, twos, fives and tens to 1. P</p> <p>Add and subtract one digit and two-digit numbers to 20, including zero. P</p> <p>Knows that addition and subtraction are the inverse operation. (D)</p>
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<u>Numerical Patterns</u>				
<p>I know how to complete inset puzzles.(P)</p> <p>I know where to find my favourite activities.(P)</p>	<p>Knows how to discuss routes and locations using words like front of and behind. (P)</p> <p>Knows how to creation their own spatial patterns showing some organisation or regularity. (P)</p> <p>Knows how to add to simple linear patterns and explores linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC).P</p> <p>Knows and joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next. P</p>	<p>Knows how to continue, copy and create repeating patterns within number and the environment. P</p>	<p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explores how quantities can be distributed equally</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> <p>I know how to tackle</p>	<p>Knows how to describe position, direction and movement, including whole, half, quarter and three quarter turns. P</p>

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<p>Knows spatial words like on top of, up, down and through. (D)</p> <p>Knows their way their environment. (P)</p> <p>Knows spatial words like on top of, up, down and through. D</p> <p>Knows some of the language associated with patterns Eg spots, stripes, checked. D</p>	<p>Knows how to describe patterns around them using appropriate language. P Knows positional language alone without gestures. D</p> <p>Knows and can describe a familiar route. D</p> <p>I know familiar patterns in daily routines.P</p> <p>Knows the term 2D and knows the informal and formal mathematical language associated with it. Eg circle, rectangles, triangles, side, corner, flat, round. D</p> <p>Knows the term 3D and know the informal and formal mathematical language associated with it. Eg: cube, cuboid, sphere. D</p>	<p>Knows that shapes can be rotated and manipulated to develop special reasoning skills. D</p> <p>Knows characteristics of everyday objects and shapes and uses mathematical language to describe them. D</p>	<p>problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy.</p> <p>Knows how to estimate a number of things showing understanding of relative size.</p>	<p>Knows the language in order to describe the position of an object. D</p> <p>Knows the mathematical names of 2d and 3d shapes. D</p>
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<p>Knows how to complete inset puzzles. P</p> <p>Knows how to use blocks to create simple structures including lines of identical shapes. P</p> <p>Knows how to make simple constructions by stacking or clicking together. P</p> <p>I know some of the language associated with patterns Eg spots, stripes, checked when looking at wrapping</p>	<p>Knows how to select shapes for a purpose Eg cone for a roof. P</p> <p>Knows how to combine shapes to make a new one Eg bigger triangles. P</p> <p>Knows how to create their own spatial patterns showing some organisation or regularity. P</p> <p>Knows how to add to simple linear patterns and explores linear patterns of</p>	<p>Knows how to rotate and manipulate shape to develop special reasoning skills. P</p> <p>Knows how to compose and decompose shapes to recognise a shape can have another shape within it. P</p> <p>Knows how to use own ideas to make model of increasing complexity, selecting blocks needed, solving problems and visualising what I will need.</p> <p>Knows how to continue, copy and create repeating patterns within number and the environment. P</p>		<p>Knows how to compare and sort 2d and 3d shapes (including everyday objects) P</p> <p>Knows how to describe position, direction and movement, including whole, half, quarter and three quarter turns. P</p>
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<p>paper. P</p> <p>Knows what is meant by empty and full. Knows how to compare size weight etc using gestures and language eg bigger/little/smaller, high/low, tall, heavy.</p>	<p>two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC). P</p> <p>Knows and joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next. P</p> <p>Knows how to describe patterns around them using appropriate language.P</p> <p>knows how to make comparisons between objects relating to size, length, weight and capacity.</p>	<p>I know when something is always true. C</p> <p><i>Knows terms such as longer, shorter, heavier, lighter.</i></p> <p>Knows how to tackle problems involving prediction and discussion, comparisons of length, weight or capacity, paying attention to fairness and accuracy.</p>		<p>Knows the correct measuring equipment for length, mass, and capacity. Knows how to compare, describe and solve practical problems for lengths and heights, mass, capacity and volume and time.</p>
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<p>Knows that things may happen now or at another time</p>	<p>Knows the language to sequence events real and fictional using first, then, after.</p> <p>Knows familiar patterns in daily routines.</p> <p>Knows what is happening next</p>	<p>Knows that time passes and recognises routines.</p> <p>Knows the date and month of their birthday.</p> <p>I know and understand quality and inequality.</p> <p>I know objects can be cut into 2 e.g halves.</p>		<p>Knows and uses language relating to dates including days of the week and the months of the year.</p> <p>Knows the sequence of events in chronological order using language.</p>
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