

Please refer to Maths Vocabulary Progression to ensure that you are using the correct language when planning.

<p style="text-align: center;">Maths Number</p> <p style="text-align: center;">Use maths vocabulary progression document to ensure correct language is being taught.</p>						<p style="text-align: center;">ELGs</p>
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<p>I can develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>I can show 'finger numbers' up to 5.</p> <p>I can recite numbers past 5.</p> <p>I can count with one-to-one correspondence.</p>	<p>I can develop fast recognition of up to 5 objects, without having to count them individually ('subitising').</p> <p>I can say one number for each item in order 1,2,3,4,5 etc. to 10.</p> <p>I know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>I can link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p>	<p>I can recognise and name the written symbols for each number 0 to 10.</p> <p>I can solve real world mathematical problems with numbers up to 5.</p> <p>I can clearly form numbers to 10.</p> <p>I can automatically recall number bonds to 5.</p>	<p>I know that a number can be made up of smaller parts. E.g. part, part, whole.</p> <p>I am beginning to understand the basic operation of addition and subtraction.</p> <p>I can use a part part whole diagram to solve addition problems within 5.</p> <p>I can use the cross-out method to subtract within 5.</p>	<p>I can use a part part whole diagram to solve addition problems within 10.</p> <p>I can use the cross-out method to subtract within 10.</p> <p>I can automatically recall number bonds to 10.</p>	<p>I can solve real world mathematical problems with numbers up to 10.</p>	<p>Children at expected development will:</p> <ul style="list-style-type: none"> • 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.

Please refer to Maths Vocabulary Progression to ensure that you are using the correct language when planning.

Maths Numerical Patterns						ELGs
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<p>I can verbally count to 10.</p> <p>I can compare quantities using language: 'more than', 'fewer than'.</p> <p>I can make an AB repeating pattern.</p> <p>I can talk about what I notice and what I wonder.</p> <p>I can recognise and name most 2D shapes.</p>	<p>I can verbally count to 10 forwards and backwards.</p> <p>I can compare quantities using language: 'more than', 'fewer than'.</p> <p>I can make an AABB repeating pattern.</p> <p>I can fill in a missing object in a repeating pattern.</p> <p>I can recognise and name most 2D shapes and talk about how many sides and corners they have.</p>	<p>I can verbally count to 20 recognising the counting system.</p> <p>I can share a set of objects equally between a small number of people.</p>	<p>I can verbally count to 20 forwards and backwards recognising the counting system.</p> <p>I am beginning to understand that even numbers can be shared.</p> <p>I am beginning to understand that odd numbers cannot be shared and that I will always have some left over.</p>	<p>I can verbally count beyond 20 recognising the counting system</p> <p>I can recognise and name most 3D shapes.</p>	<p>I can verbally count beyond 20 recognising the counting system.</p> <p>I can recognise and name most 3D shapes and talk about how many sides and corners they have.</p>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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.

Please refer to Maths Vocabulary Progression to ensure that you are using the correct language when planning.