

A mathematician in our early years will...

## Maths

	Baseline (Sept)	Autumn (Dec)	Spring (April)	Summer ELG (July)
Numbers to 10 and Subitising	Show numbers to 5 using concrete resources Match numeral and quantity to 5 Say one number name for each item Quickly say how many there are (up to 3)	Count to 5 using different mathematical resources Match numeral and quantity to 5 Quickly say how many there are (up to 3) in different arrangements	Count objects, claps, movements up to 10 Match numeral and quantity (within 10) Quickly say how many there are (up to 5)	Show how numbers to 10 are made up using different models e.g. tens frame, part whole Recognise the numerals to 10 and match to quantity consistently Recognise quantities up to 5 without counting
Calculation	Solve some simple problems with numbers to 5	Start to show how numbers can be made up e.g. 1 and 3 is 4 and know there is more than one way of doing this	Recall number bonds to 5 Start to give some linked subtraction facts Start to recall some double facts e.g. 1 and 1 is 2	Recall number bonds up to 5 and some to 10 Match subtraction facts with number bonds Recall some double facts within 10

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The Number System	Count to 5 reliably Start to count beyond 5	Count to 10 by rote	Count to 20, knowing the teen numbers	Count beyond 20
Comparison	Start to compare quantities using non-standard vocabulary	Compare manipulatives (e.g. saying when one tower is taller/ bigger/ smaller) Find one more/ one less using resources	Compare two quantities saying when one is bigger/ smaller/ the same Say a number that is one more/ one less without resources	Compare quantities using greater/ more than, fewer/ less than, the same/ equal
Patterns	Start to continue and copy patterns	Continue and copy patterns Create my own patterns	Spot errors in the pattern Name my pattern e.g. ABAB Start to identify odd and even numbers linked to sharing	Show patterns in numbers to 10 Talk about odd and even numbers Say double facts Share equally