Wheatlands Primary School
EYFS Development Matters – Nursery/Reception

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers.

		Number	Numerical Patterns
Nursery 1 (3-4)	**3 Years Old**	• Has fast recognition of up to 3 objects, without having to count them individually ('subitising'). • **Knows that a group of things changes in quantity when something is added or taken away.**	• Recites numbers past 5. • Knows that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Begins to link numerals and amounts: e.g., showing the right number of objects to match the numeral, up to 5.
Nursery 2 (3-4)	**4 Years Old**	• Says one number for each item in order: 1,2,3,4,5. • Experiments with their own symbols and marks as well as numerals. • Solves real world mathematical problems with numbers up to 5. • Compares quantities using language: 'more than', 'fewer than'. • Recalls some number bonds to 5. • **Recognises numerals 1 to 5.** • **Counts actions or objects which cannot be moved**	• Begins to count forwards and backwards up to 5. • Rote counts to higher numbers. • Show 'finger numbers' up to 5. • Links numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Talks about and explores 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. • Understands position through words alone – EG: "The bag is under the table," – with no pointing. • Describes a familiar route. • Discusses routes and locations, using words like 'in front of' and 'behind'. • Talks about and identifies the patterns around them. EG: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. • Extends and creates ABAB patterns – stick, leaf, stick, leaf. • Notices and corrects an error in a repeating pattern. • Begins to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

Reception	**5 Years Old**	• Can subitise up to 5 objects. • Links the number symbol (numeral) with its cardinal number value. • Children compare numbers, using the vocabulary 'more than', 'less than', 'fewer', 'the same as', 'equal to'. • Understands the 'one more than/one less than' relationship between consecutive numbers. • Begins to estimate how many they can see and checks by counting. • Explores the composition of numbers to 10. • Recalls number bonds for numbers 0–10. • Can compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. • **Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.** • **Finds the total number of items in two groups by counting all of them.** • **Says the number that is one more than a given number** • **In practical activities begin to use the vocabulary involved in addition and subtraction.** • **Solve single digit addition and subtraction problems.**	• Count objects, actions and sounds. • Play card games such as snap or matching pairs where the children identify similarities and differences. • Counts verbally beyond 10. • Begins to identify when items haven't been distributed evenly. • Can select, rotate and manipulate shapes in order to develop spatial reasoning skills. • Continue, copy and create repeating patterns. • Compare length, weight and capacity. • Is able to identify errors in a repeating pattern. • Finds 2D shapes within 3D shapes, including through printing or shadow play. • **Order numbers 1-20.** • **Practically solve halving, doubling and problems.**
	Statutory ELG	• Has a deep understanding of numbers to 10, including the composition of each number. • Can subitise (recognise quantities without counting) up to 5. • Automatically recalls (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.	• 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. • Explores and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.