



Mathematics

Pre-Nursery Goals	Nursery Goals	Reception Goals (ELG)
<p>Number</p> <ul style="list-style-type: none"> - Recognize numerals of importance (i.e. their age) - Describe sets using language like 'lots' and 'little'. <p>Numerical Patterns</p> <ul style="list-style-type: none"> - Noticing patterns in the environment. - Use shapes in play. 	<p>Number</p> <ul style="list-style-type: none"> - Recognise numerals 1 – 5. - Counting 5 objects, starting to count 10 using 1-1 correspondence. - Subitise 3 objects. - Compare groups of objects, using language more and fewer. <p>Numerical Patterns</p> <ul style="list-style-type: none"> - Spotting and continuing simple patterns. - Knowing the names of simple 2-d shapes. 	<p>Number</p> <ul style="list-style-type: none"> - 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. <p>Numerical Patterns</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.

Above are the Pre-Nursery, Nursery and Reception end of year goals. These are what we assess the children on at the end of the academic year. The Reception goals are referred to as The Early Learning Goals and these are the only end of year assessments that are statutory. The goals outlined above are a small snapshot into the development and learning the children will experience.

Below we have also outlined a wider progression of skills that we will support the children to achieve during their time in our Early Years Class.

Pre-nursery	Autumn	Spring	Summer	Autumn	Spring	Summer
Know numbers that are familiar to them.	Can recognise if something is 1 or more.	Can subitise 2 objects.	Developing ability to subitise within 3.	Subitise within 3 automatically and with ease. Subitise sounds and objects.	Subitise within 5 using familiar die patterns. Match numerals and quantities within 5 whilst subitising.	Subitise within 5 automatically and with ease. Beginning to conceptually subitise bigger numbers to 10 using familiar patterns.
Verbally count to 3. Recognise numerals in the environment. Count in everyday contexts, sometimes skipping numbers higher than 3.	Verbally count to 5 accurately.	Verbally count past 5. Match numerals to quantities within 3.	Verbally count to 10 accurately. Be able to say one number for each object when counting. Knows that the last number reached when counting is how many there are.	Verbally count beyond 10. Match numerals to quantities within 5. Continue, copy and repeat patterns of varying contexts (ABA, ABBA, AABC)	Begin to understand and recognise the pattern of the counting system. See that each number is 1 more than the previous number.	Verbally count beyond 20, using their knowledge of the counting system. See that each number can be 1 more or 1 less than the numbers either side of it. Match numerals to quantities within 10.

Take part in finger rhymes with numbers.	Can show 1 and 2 fingers when prompted.	Can show numbers up to 3 on fingers.	Can show finger numbers up to 5.	Understand the compositions of numbers to 5. Recall number bonds for numbers within 3.	Understand the compositions of numbers to 7. Use fingers to show numbers 7. Recall number bonds for numbers within 5.	Understand the composition of numbers to 10. Use fingers to show numbers to 10 Recall some number bonds for numbers within 10.
Notice patterns and arrange things in patterns.	Can spot patterns and talk about them e.g., stripes on a jumper.	Extend and ABABA pattern with support.	Can identify many patterns around them. Notice and correct mistakes in patterns. Create their own patterns using ABAB.	Can explain what equal means and can explore making two sets of equal things (using small numbers). Continue, copy and repeat patterns of varying contexts (ABA, ABBA, AABC)	Can recognise that numbers can be made with two equal parts. Begin to understand the attributes of odd and even numbers.	Can recall some double facts. Can understand the rules regarding doubles, odds, and evens.
Can describe a set using the language of 'lots' 'little'.	Can compare two sets, saying which has more (when the difference is obvious)	Can see sets that have the same number (sets of small amounts)	Begin to compare sets with slightly less obvious differences.	Compare sets just by looking using the language; more than, fewer than, equal to.	Add the use of 'less than' to their maths vocabulary.	Compare quantities of up to 10 in a range of contexts using language; greater than, less than and equal to.
Climb and squeeze themselves into different spaces. Build with a range of resources. Complete inset puzzles.	Can combine shapes and objects e.g., stacking blocks	Can use shapes for buildings, knowing certain properties are needed e.g., flat sides for building.	Talk about and explore 2D shapes – knows the name for most common shapes. Understand positional language 'under' with no pointing. Select shapes appropriately e.g., triangle for a roof,	Talk about and explore 2D shapes and use language such as sides, corners, straight, flat, round. Combine shapes to make new ones.	Explore 3D shapes and learn the names of the most common. Talk about their properties – faces, edges, corners.	Select, rotate and manipulate shapes in order to develop spatial reasoning. Recognise shapes within shapes

Describe objects sizes and weights using gesture and language such as big, little, small, high, low, tall, heavy.	Can compare two objects and using language such as bigger, smaller.	Use language such as taller, shorter, heavier.	Make comparisons between objects using language taller, shorter.	Can order objects in length, height, weight.	Can describe and compare capacity,	Compare length, weight and capacity of multiple objects.
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