

St Clare's Maths Key Skills

This document is supported by the progression in White Rose Maths.

Educational Programme		
<p>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. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and ten-frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>		
Nursery	Reception	ELGs
Sort/ match objects by different criteria and talk about them with developing confidence	Begin to compare numbers and quantities up to 10 using vocabulary more than, less than, fewer, greater than, the same as and equal to.	<p>ELG Number 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> <p>ELG Numerical Patterns Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is</p>
Begin to match quantity to numeral up to 5	Continue, copy and create AB, ABB and ABBC patterns.	
Recognise that there is an order to counting	To be able to measure and compare length and height using non-standard measures	
Know that the last number is how many there are	To know that there are 7 days in a week and 12 months in a year. To have an understanding of which day and month it is.	
Use language of 'same' and 'different' when comparing sets up to 5	Order daily events.	
Use language of 'more than' and 'fewer than'	Use mathematical language when comparing length, weight and capacity:	
Use number names accurately in play	<ol style="list-style-type: none"> 1. Length- Long/short, longer/shorter, tall/short, longest/shortest/ tallest 2. Weight – heavy/light, heavier than, lighter than, heaviest/ lightest 3. Capacity full/empty, more than, less than, half full. 4. Time – quicker, slower, before, after. 	
Recite numbers to 10 in order		
Count objects to 5, including an irregular arrangement	Use a whole, part, part model with concrete objects to partition and recombine an amount.	
Count objects that cannot be moved up to 5	Show the composition of numbers up to 10 e.g I can make 6 with $3 + 3$ or $4 + 2$.	
Begin to subitise 1-3 items	Add 2 single digit numbers using known number facts or number line/fingers (counting on)	
Count non-physical things to 5	To be able to make representations of number rhymes. Show me 5 currant buns but 1 is taken away.	

Begin to count out up to 5 objects from a larger group	To begin to work out one more and one less than a number up to 10 using a preferred method: mentally, using objects or on a number line.	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.
Begin to find the total number of items in two groups by counting all of them, up to 5	Use a tens frame model to represent numbers to 10 and some addition and subtraction sums with support.	
Begin to use some language of addition e.g. and, add, altogether, makes	Write addition and subtraction number sentences.	
Begin to find 1 more and 1 less than from a group of up to 5 objects	Begin to count in 2s with support.	
Begin to use a 5 frame model and other manipulatives to represent numbers up to 5.	Exposed to counting in jumps of numbers like 5s and 10s.	
Use the words 'bigger' and 'smaller' when comparing numbers	Order numbers to 10.	
Recognise numerals to 5	Recognise numbers 1-20 in and out of order.	
Begins to show some interest in forming some numbers	Name some 2D shapes and explain their properties using informal and mathematical language such as sides, corners, straight, flat and round.	
Use fingers to represent numbers up to 5	Name some 3D shapes explain their properties using informal and mathematical language such as faces, curved, flat.	
Understand 'how many are left' from number rhymes experiences	Use positional language to describe where something is	
Use the word 'less' when acting out and using props to sing number rhymes and begin to use in a variety of number activities e.g. can you give me one less than...		
Join in with number rhymes familiar and new, using objects/ fingers to present quantity		
Begin to separate a group of up to 5 objects in different ways, recognising that the total is still the same		
Begin to copy and continue AB patterns with a range of objects and begin to talk about them		
Compare objects, using appropriate vocabulary according to <ul style="list-style-type: none"> • Space • Size – big/ little/ small/ bigger/ biggest/ smaller/ smallest • Height – low/ tall/ high/ lower/ taller/ tallest • Weight – heavy/ heaviest • Capacity – full/ empty • 		
Begin to develop an understanding of time e.g. follow a visual timetable, understand the use of before/ next/ later/ after, use egg timers		

Use language such as 'in', 'on' and 'under' to describe where something is		
Select a particular named shape: circle, triangle, square, rectangle (including irregular triangles)		
Begin to use some vocabulary linked to 3D shapes e.g. edge, cube, cuboid, pyramid, sphere		