



EYFS Maths Number and Number Patterns Early Learning Goals (statutory requirements)

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 tens 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.

ELG: Number

Children at the expected level of development will:

- Have a deep understanding of numbers to 10, including the composition of each number

At Lodge Farm children will

- Develop the key skills of counting objects including how many there after counting (cardinal counting principle).
- Use everyday routines to hear counting and to count, such as register time, tidying up, lining up or counting out pieces of fruit at snack time.
- Listen to and sing counting songs and number rhymes.
- Listen to stories and play games that involve counting.
- Recognise small quantities in familiar patterns (e.g. dice) and random arrangements.
- Learn the composition of 2, 3, 4 and 5 before moving onto larger numbers.

- Subitise (recognise quantities without counting) up to 5

At Lodge Farm children will

- Recognise the number of objects in five frames and then ten frames to begin to become familiar with the tens structure of the number system.
- Subitise first when seeing groups of up to 4 or 5 objects.
- Recognise numerals in order alongside dot quantities or tens frame arrangements.
- Play card games with cards where some have numerals, and some have dot arrangements.
- Record quantities (e.g. scores in games), such as tallies, dots and using numeral cards.
- Use a range of visual models of numbers e.g. six as double three on dice, or the fingers on one hand and one more, or as four and two with ten frame images.
- Recognise the parts within a whole.
- Play games that involve partitioning and recombining sets e.g. throw 5 beanbags, aiming for a hoop. How many go in and how many do not?

- 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

At Lodge Farm children will

- Learn number bonds through hands-on experiences of partitioning and combining numbers in different contexts, and seeing subitising patterns.
- Play hiding games with a number of objects e.g. "6 went in the tent and 3 came out. I wonder how many are still in there?"
- Recognise when they have been given the wrong number of things e.g. ask each child to plant 4 seeds then give them 1, 2 or 3.
- Spot and use opportunities to apply number bonds.
- Recognise objects on a five frame and talk about how many spaces are filled and unfilled.

ELG: Numerical Patterns

Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system

At Lodge Farm children will

- Count verbally beyond 20.
- Use number tracks, calendars and hundred squares indoors and out, including painted on the ground, to become familiar with two-digit numbers and start to spot patterns within them.
- Compare, starting with a very different number of things. Include groups where the number of items is the same.

- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity

At Lodge Farm children will

- Use vocabulary: 'more than', 'less than', 'fewer', 'the same as', 'equal to'.
- Use comparative language e.g. 'than'.
- Make predictions about what the outcome will be in stories, rhymes and songs if one is added, or if one is taken away.
- Use 'staircase' patterns that show that the next counting number includes the previous number plus one.

- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally

At Lodge Farm children will

- Distribute items evenly.
- Make and test predictions.
- Make patterns with varying rules (including AB, ABB and ABBC) and objects and invite children to continue the pattern.
- Explore and discuss how to fix a mistake.