

**Respect**

**Give thanks**

**Keep peace**

**Protect**

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|  | Expectation for Nursery | Expectations for Reception | Links to KS1 |
| Cardinality and counting | Recite numbers past 5 | Say one number for each item in order | Know that the last number when counting tells you how many there are | Count a small number of objects from a group  | Count objects, actions and sounds | Count accurately to 10 | Verbally count beyond 20 | Count to and across 100.  |
| Subitising | Fast recognition of up to 3 objects – perceptual subitising | Show finger numbers up to 5 | Perceptual subitising - up to 5 | Conceptual subitising – combine two quantities to find a total e.g. I can see 2 and 2, there are 4 | Identify amounts using objects and pictorial representations. |
| Comparison | Know that a quantity changes when something is added or taken away up to 5 items | Compare quantities using ‘more than’ or ‘fewer than’ | Compare two groups saying when they are equal up to 5 items | Compare quantities to 10 in different contexts | Order numbers to 10 | Explore and represent patterns within numbers up to 10 (odds, evens, double facts) | Can say one more/less than a given number to 10 | Understand the relationship between consecutive numbers | Use language more than/less than/equal to/most/least |
| Composition | Separate a group of 3 of 4 objects in different ways recognising that the total remains the same | Solve real world problems with numbers to 5  | Explore the composition of numbers to 10e.g. numbers can be made of 2 parts, more than 2 parts, equal parts or unequal parts | Automatically recall number bonds to 5 | Know different ways of making numbers between 2 and 10 | Automatically recall some bonds to 10 | Represent and use number bonds and related facts within 20.Solve one step pr |
| Number recognition | Recognises numbers 0-5 | Link numbers to quantity up to 5  | Experiment with their own symbols and marks as well as numerals | Recognise numbers to 10 | Link the number symbol with its cardinal number value | Write numbers to 10 | Read and write numbers from 1-20 in numerals and words.Read numbers to 100. |
| Pattern | Talks about and identify patterns around them – stripes, spots. | ‘Use informal language like pointy, spotty, blobs | Extend and create an ABAB pattern | Notice and correct an error in a repeating pattern | Begin to describe a sequence of events, real or fictional, using words such as first, then | Notice and correct an error in a repeating pattern  | Continue, copy, extend and create repeating patternsABC ABC ABBC ABBCABCD ABCD |  |
| Shape | Talk about and explore 2d and 3d shapes using informal language ‘round’, ‘flat’, ‘corners’ | Select shapes appropriately e.g. triangular prism for a roof, flat surfaces for building etc.  | Combine shapes to make new ones - an arch, a bigger triangle etc. | Know some 2d and 3d shape names | Select, rotate and manipulate shapes in order to develop spatial reasoning skills | Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.e.g. shapes can be made of 2 parts, more than 2 parts, equal parts or unequal parts. | Recognise and name 2D and 3D shapes. |
| Space | Understand position through words alone – under the table | Uses positional language  | Describe a familiar route | Discuss routes and locations, using words like ‘in front’, ‘behind’ | Describe position, direction and movement, including whole, half, quarter and three quarter turns. |
| Measure | Make comparisons between objects relating to size, weight, capacity and length e.g. ‘this is bigger’ | Compares 2 objects by length, weight, height or capacity. | Compares 3 objects by length, weight, height or capacity | Measures short periods of time if simple ways | Uses everyday language related to money | Compare, describe and solve practical problems for length, height, mass, weight, capacity, volume. Begin to record measurements. Tell the time to quarter hour. Know some coins. |