



# Ferndale Primary and Nursery School

## Year FS

### ELG: Number

Children at the expected level of development will:

- 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.

Language Enrichment	First Hand Experiences	Purpose / Life Skills	Previous Knowledge
Number songs and nursery rhymes Sentences stems Continuous provision 1:1 language support from an adults Talk times Real life objects to compare Reasoning questions Modelling vocab during input I am the best number because.... Guess the number	Shop Role play area Counting the children, when lining up at play etc. Counting our fruit, resources such as worksheets, PE equipment. Reading numbers on the playground – hopscotch. Building with construction. Maths continuous provision activities- inside and outside. Playing	Making and buying cakes Using the shop and money Environmental pictures Early counting skills Counting movements- fitness skills Playing board games	<ul style="list-style-type: none"> <li>• Displays fast recognition of up to 3 objects, without having to count them individually ('subitising'). (Number)</li> <li>• Recites numbers past 5. (Number)</li> <li>• Can say one number for each item in order: 1,2,3,4,5. (Number)</li> <li>• Knows that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). (Number)</li> <li>• Can show 'finger numbers' up to 5. (Number)</li> <li>• Can link numerals and amounts: e.g. showing the right number of objects to match the numeral, up to 5. (Number)</li> <li>• Is experimenting with his/her own symbols and marks as well as numerals. (Number)</li> </ul>



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- Is able to solve real world mathematical problems with numbers up to 5.(Number)
- Can compare quantities using language such as; 'more than', 'fewer than'. (Number)

### ELG: Numerical Patterns

Children at the expected level of development will:

- 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.

Language Enrichment	First Hand Experiences	Purpose / Life Skills	Previous Knowledge
Time and shape songs Sentence stems Talking about times of our lives Listening games- for patterns	Finding patterns in nature Measuring our height Musical patterns Patterns in art Getting children into pairs	Days of the week/,Months of the year Visual timetables and sequencing events Sorting objects Telling time	<ul style="list-style-type: none"> <li>• Can talk about and explore 2D and 3D shapes (e.g. circles, rectangles, triangles and cuboids) using informal and mathematical language; 'sides', 'corners', 'straight', 'flat', 'round'. (Numerical Patterns)</li> <li>• Understands position through words alone, e.g. "The bag is under the table," - with no pointing. (Numerical Patterns)</li> <li>• Can describe a familiar route. (Numerical Patterns)</li> <li>• Is able to discuss routes and locations, using words like 'in front of' and</li> </ul>



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			<p>'behind'. (Numerical Patterns)</p> <ul style="list-style-type: none"><li>• Can make comparisons between objects relating to size, length, weight and capacity. (Numerical Patterns)</li><li>• Selects shapes appropriately; flat surfaces for building, a triangular prism for a roof etc. (Numerical Patterns)</li><li>• Combines shapes to make new ones; an arch, a bigger triangle etc. (Numerical Patterns)</li><li>• Talks about and identifies the patterns around him/her, e.g. stripes on clothes, designs on rugs and wallpaper. He/She uses informal language like 'pointy', 'spotty', 'blobs' etc. (Numerical Patterns)</li><li>• Is able to extend and create ABAB patterns, e.g. stick, leaf, stick, leaf. (Numerical Patterns)</li><li>• Notices and corrects an error in a repeating pattern. (Numerical Patterns)</li></ul> <p>Is beginning to describe a sequence of events</p>
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