

## EYFS Maths

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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. (Development Matters 2021)

### Counting and Cardinality – Links to ELG12

#### The knowledge I am learning is:

- To understand that a cardinal value of a number refers to a quantity
- To be able to understand and talk about numerals and their meaning
- To understand and demonstrate the sequence of counting, tagging and knowing the last number represents the total quantity
- To understand and demonstrate conservation of number – things do not change when rearranged

|                              | Step 1                                                                                                                                       | Milestone (CP2)                                                         | Step 2                                                                                                                                                  | Step 3                                                                                                                                                          | Check Point (CP6)                                                                                                                                                      |
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| <b>Stage 1<br/>(Birth-2)</b> |  I am learning to react to significant changes in quantity | <input type="checkbox"/> I can react to significant changes in quantity |  I am learning to know and look for things when they are out of sight |  I am learning to say some counting names randomly                          | <input type="checkbox"/> I can react to changes in quantity and look for things that are out of sight<br><input type="checkbox"/> I can say counting names one and two |
| <b>Stage 2<br/>(2-3)</b>     |  I am learning to count in sequence to three (ordinality) | <input type="checkbox"/> I can count two specific numbers in sequence   |  I am learning to recognise numeral one and say the number name      |  I am learning to assign a number name to each object of up to three items | <input type="checkbox"/> I can understand the cardinal value of up to three regular objects in a set and                                                               |

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|                      |                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>I am learning to count in sequence from 0 to 5 (ordinality)</li> <li>I am learning to assign a number name to each object of up to two items in a set</li> </ul>                                                                                                                                                         | <ul style="list-style-type: none"> <li>in a set (stable order principle)</li> <li>I am learning to recognise the numeral two and say the number name</li> <li>I am learning to count backwards in order from 3 to 0</li> </ul>                                                                                                  | <ul style="list-style-type: none"> <li>understand the last number represents the quantity</li> <li><input type="checkbox"/> I can demonstrate my understanding of numerals one and two</li> <li><input type="checkbox"/> I can count in order from 0-5</li> </ul>                                                                                                                                                                      |
| <b>Stage 3 (3-4)</b> | <ul style="list-style-type: none"> <li>I am learning to recognise the numeral 3</li> <li>I am learning to count backwards from 5 to 0</li> <li>I am learning to count up to three actions and sounds</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> I can recognise numerals that are special to me</li> <li><input type="checkbox"/> I can count backwards from 5 to 0</li> <li><input type="checkbox"/> I can tell you zero means nothing</li> <li><input type="checkbox"/> I can count up to three actions and sounds some of the time</li> </ul> | <ul style="list-style-type: none"> <li>I am learning to assign a number name to each object of up to four items in a set regular or irregular</li> <li>I am learning to count in sequence from 0 to 10</li> <li>I am learning to recognise the numeral 4 and its number name</li> <li>I am learning to make mathematical marks to represent counting</li> </ul> | <ul style="list-style-type: none"> <li>I am learning to assign a number name to each object of up to five items in a set regular or irregular</li> <li>I am learning to count backwards from 10 to 0</li> <li>I am learning to form recognisable numerals</li> <li>I am learning to count up to 5 sounds and actions</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> I can verbally count in sequence from 0-10</li> <li><input type="checkbox"/> I can demonstrate my understanding of numerals 1- 5</li> <li><input type="checkbox"/> I understand the cardinal value of up to 5 items in a set</li> <li><input type="checkbox"/> I can tag and assign a number in sequence of up to five items in a regular and irregular set</li> </ul> |
| <b>Stage 4 (4-5)</b> | <ul style="list-style-type: none"> <li>I am learning to count from 0-20</li> <li>I am learning to recognise and match numerals and quantity up to 6</li> <li>I am learning to correctly</li> </ul>              | <ul style="list-style-type: none"> <li><input type="checkbox"/> I can verbally count in sequence from 0 – 20</li> <li><input type="checkbox"/> I understand the cardinal value of up to 6 items in a set</li> <li><input type="checkbox"/> I can correctly form a</li> </ul>                                                                                     | <ul style="list-style-type: none"> <li>I am learning to recognise and match numerals and quantity up to 10</li> <li>I am learning to correctly form</li> </ul>                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>I am learning to match numerals and quantity beyond 10</li> <li>I am learning to correctly form numerals 0-10</li> </ul>                                                                                                                                                                 | <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>ELG12: I can verbally count beyond 20, recognising the pattern of the counting system</b></li> <li><input type="checkbox"/> I can put numerals in</li> </ul>                                                                                                                                                                                                        |

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | form numerals 0-3                                                                           | number that is special to me                                 | numerals 0 – 6<br>I am learning to count ten objects from a larger group    | I am learning to count ten objects and beyond from a larger group                                                         | order from 1-10                                                                                                                                                                                                   |
| <b>Comparison – Links to ELG12</b><br><b>The knowledge that I am learning is:</b> <ul style="list-style-type: none"> <li>To demonstrate and be able to explain my understanding of more, few and the same number (equal number of things in groups)</li> <li>To demonstrate my understanding of quantities by being able to explain and reason the relationship between counting numbers 0- 10</li> <li>To demonstrate why a number is more or less than another number</li> <li>To explain how I know what 1 more or 1 less than a number is</li> </ul> <b>(This links to ELG12)</b> |                                                                                             |                                                              |                                                                             |                                                                                                                           |                                                                                                                                                                                                                   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Step 1</b>                                                                               | <b>Milestone (CP2)</b>                                       | <b>Step 2</b>                                                               | <b>Step 3</b>                                                                                                             | <b>Milestone (CP6)</b>                                                                                                                                                                                            |
| <b>Stage 1 (Birth-2)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | I am learning to react to significant changes in quantity                                   | I can react to significant changes in quantity               | I am learning to know and look for things when they are out of sight        | I am learning to sign more or say more                                                                                    | I can show my understanding of more through snack time (for example I will always take two crackers over one when prompted)                                                                                       |
| <b>Stage 2 (2-3)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | I am learning to understand the word more by adding objects or taking more turns in my play | I can demonstrate my understanding of more when offered food | I am learning to understand the word less by taking objects away in my play | I am learning to compare significant differences in quantities in my play<br>I can compare amounts saying lots more, same | I can demonstrate my understanding of more when there is a significant differences in quantity in a variety of situations<br>I can demonstrate my understanding of the vocabulary more, less and fewer in my play |
| <b>Stage 3 (3-4)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | I am learning to be able to explain and reason why there is more and fewer                  | I can demonstrate and explain my understanding of            | I am learning to explain and reason why there is more and fewer (small      | I am learning to explain and reason when there is the                                                                     | I can explain and reason why there is more or fewer when                                                                                                                                                          |

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|                      | (significant difference 30 trains compare to 5 trains)                                                                                                                                                                                                                                   | more and fewer                                                                                                                                                                                                                                                         | difference 5 and 10 trains)<br> I am learning to notice when there is the same amount in a regular set                                                                                                              | same amount in an irregular set<br> I am learning compare quantities in my play independently<br> I can match objects in 2 groups to find out that they have an equal number of things | comparing two groups of objects<br><input type="checkbox"/> I can explain and reason why two groups of objects are the same                                                                                                                                                                                                                              |
| <b>Stage 4 (4-5)</b> |  I am learning to use my knowledge of more and fewer to solve every day problems<br> I am learning to make predictions | <input type="checkbox"/> I can predict in relation to heavy and light<br><input type="checkbox"/> I can predict in relation to quantity<br><input type="checkbox"/> I can predict in relation to measure<br><input type="checkbox"/> I can predict in relation to time |  I am learning to know the one more/one less relationship between numbers 1 to 5<br> I am learning to make things equal for others |  I am learning to compare numbers from 1-10<br> I am learning to answer the question how do you know?                                                                                  | <input type="checkbox"/> <b>ELG12: Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</b><br><input type="checkbox"/> I can say groups are equal by counting them<br><input type="checkbox"/> I know what one more and 1 less than a number is, from 1 to 10 |

#### Composition & Subitising – Links to ELG11

##### The knowledge that I am learning is:

- To understand that one number can be composed (made up) from two or more smaller numbers
- To subitise with my eyes without counting
- To understand pattern, doubles and equal groups

- To automatically recall number bonds up to 5, some number bonds up to 10 and some doubles

|                                | Step 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Milestone (CP2)                                                                                                                                                                      | Step 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Step 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Check Point (CP6)                                                                                                                                    |
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| <b>Stage 1<br/>(Birth – 2)</b> |  I am learning to react to significant changes in quantity                                                                                                                                                                                                                                                                                                                                                       | <input type="checkbox"/> I can react to significant changes                                                                                                                          |  I am learning to know and look for things when they are out of sight                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  I am learning to intuitively choose between one and two                                                                                                                                                                                                                                                                                                                                                                 | <input type="checkbox"/> I can react to changes in quantity and look for things that are out of sight                                                |
| <b>Stage 2<br/>(2-3)</b>       |  I am learning to subitise with my eyes (perceptual subitising) and recognise and represent the quantity of one<br> I am learning to represent one on my fingers                                                                                                                                                                | <input type="checkbox"/> I can recognise a one dot pattern on a dice or domino<br><input type="checkbox"/> I can demonstrate my understanding of one                                 |  I am learning to subitise with my eyes (perceptual subitising) and recognise and represent the quantity of two<br> I am learning to represent two on my fingers                                                                                                                                                                                                                                                                                                 |  I am learning to subitise with my eyes (perceptual subitising) and recognise and represent the quantity of three<br> I am learning to represent three on my fingers                                                                                                                                                                  | <input type="checkbox"/> I can perceptually subitise of regular quantities of up to three                                                            |
| <b>Stage 3<br/>(3-4)</b>       |  I am learning to recognise dice and dot patterns up to two<br> I am learning to represent one and two in a five frame<br> I am learning to understand the numerals and what they mean for example the oneness of one and the twoness of two | <input type="checkbox"/> I can recognise a two dot or dice pattern<br><input type="checkbox"/> I can place counters in the five frame to demonstrate my understanding of one and two |  I am learning to recognise dice patterns of three and four<br> I am learning to represent three, four and five in a five frame<br> I am learning what whole means<br> I am learning to understand the numerals and what they mean for example the threeness of three and fourness of four |  I am learning to recognise dice patterns of five<br> I am learning to explain the number of objects in a five frame and the number of spaces I can see<br> I am learning to understand the numerals and what they mean for example the fiveness | <input type="checkbox"/> I can explain what whole means<br><input type="checkbox"/> I can subitise with my eye from regular dice patterns from 0 – 5 |

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|                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                             | of five<br>✚ I am learning what part means                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Stage 4 (4-5)</b> | <ul style="list-style-type: none"> <li>✚ I am learning to recognise dice patterns of six and irregular dot patterns to 4</li> <li>✚ I am learning to understand symbols and what they mean for example the fiveness of five</li> <li>✚ I am learning to know that a number does not change if it is rearranged</li> <li>✚ I am learning to know my number bonds to five</li> <li>✚ I am learning to explore double numbers 1 to 3</li> <li>✚ I am learning to start to count in 2s (doubling 1 to 3)</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> I can subitise with my eyes from 0-6</li> <li><input type="checkbox"/> I can subitise with my eyes irregular dot patterns up to 4</li> <li><input type="checkbox"/> I can recognise numerals from 0-5</li> </ul> | <ul style="list-style-type: none"> <li>✚ I am learning to recognise a small amount of irregular arrangements without counting</li> <li>✚ I am learning to recognise number patterns as part and whole (part whole)</li> <li>✚ I am learning to know my number bonds to 10</li> <li>✚ I am learning to double numbers 1 to 5</li> <li>✚ I am learning to count in 2s to support doubling up to 10</li> </ul> | <ul style="list-style-type: none"> <li>✚ I am learning to be able to recognise and explain that numbers are made up of other number combinations (inverse operations)</li> <li>✚ I am learning to recognise that numbers can be partitioned into different pairs of numbers</li> <li>✚ I am learning to split even quantities into 2 equal groups</li> <li>✚ I am learning to explore odd and even numbers</li> <li>✚ I am learning to double all my numbers up to 10</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>ELG11: I can demonstrate a deep understanding of number to 10, including the composition of each number</b></li> <li><input type="checkbox"/> <b>ELG11: Subitise (recognise quantities without counting) up to 5;</b></li> <li><input type="checkbox"/> <b>ELG12: I can explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</b></li> <li><input type="checkbox"/> <b>ELG11: I can automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10,</b></li> </ul> |

|                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                         |                                                                                                                                                                                                                                                                                            |                                                                                                                                                              | including double facts                                                                     |
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| <b>Pattern (Not included in the ELG assessment at the end of Reception)</b><br><br><b>The knowledge that I am learning is:</b> <ul style="list-style-type: none"> <li>To identify different structures in the 'unit of repeat,' to support mathematical relationships</li> <li>To predict, construct and explain patterns</li> </ul> |                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                         |                                                                                                                                                                                                                                                                                            |                                                                                                                                                              |                                                                                            |
|                                                                                                                                                                                                                                                                                                                                      | Step 1                                                                                                                                                                                                                                                                                                                                     | Milestone (CP2)                                                                                                                                                         | Step 2                                                                                                                                                                                                                                                                                     | Step 3                                                                                                                                                       | Milestone (CP6)                                                                            |
| <b>Stage 1<br/>(Birth – 2)</b>                                                                                                                                                                                                                                                                                                       |  I am learning to form a routine that I recognise and remember                                                                                                                                                                                            | <input type="checkbox"/> I can remember a time for a specific event that is important to me                                                                             |  I am learning to anticipate what comes immediately next such as my bottle of milk                                                                                                                        |  I am learning to anticipate gestures in familiar songs and stories       | <input type="checkbox"/> I can follow simple gestures in a well know nursery rhyme         |
| <b>Stage 2<br/>(2-3)</b>                                                                                                                                                                                                                                                                                                             |  I am learning to join in with actions and sounds relating to stories and nursery rhymes<br> I am learning to understand what is happening now and what will happen next | <input type="checkbox"/> I can join in the actions with one favourite rhyme<br><input type="checkbox"/> I can understand now and next                                   |  I am learning to line up or arrange object of importance to me<br> I am learning to anticipate the key events in my day |  I am learning to fully participate and predict all aspects of my routine | <input type="checkbox"/> I can predict what comes next in my routine                       |
| <b>Stage 3<br/>(3-4)</b>                                                                                                                                                                                                                                                                                                             |  I am learning to recognise objects that have the same characteristics                                                                                                                                                                                    | <input type="checkbox"/> I can recognise when objects are identical<br><input type="checkbox"/> I can demonstrate or describe why objects have the same characteristics |  I am to follow and AB pattern                                                                                                                                                                            |  I am learning to create an AB pattern                                    | <input type="checkbox"/> I can recognise simple patterns I have made such as an AB pattern |
| <b>Stage 4<br/>(4-5)</b>                                                                                                                                                                                                                                                                                                             |  I am learning to identify the unit of repeat<br> I am learning to spot an                                                                                           | <input type="checkbox"/> I can identify the unit of repeat<br><input type="checkbox"/> I can spot an error                                                              |  I am learning to copy and create independently an ABB pattern                                                                                                                                          |  I am learning to copy and create independently an                      | <input type="checkbox"/> I can spot patterns in my environment and explain why they are    |

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|                                                                                                                                                                                                                                                                                                                                                                                                                 |  error in an AB pattern<br> I am learning to copy and make my own AB pattern independently                                                                      | in an AB pattern and tell you why                                                                                                                                                                             |  I am learning to spot an error in an ABB pattern                                                                                                                                                                          | ABBC pattern<br> I am learning to spot and error in and ABBC pattern<br> I am learning to make a pattern with a border or a circle                                                                                                               | a pattern<br><input type="checkbox"/> I can predict whether a pattern can keep going<br><input type="checkbox"/> I can construct my own pattern                             |
| <b>Shape, Space and Spatial awareness (Not included in the ELG assessment at the end of Reception)</b><br><br>The knowledge that I am learning is: <ul style="list-style-type: none"> <li>To describe and understand the properties of 2D and 3D shapes</li> <li>To understand what happens when shapes combine or move with other shapes</li> <li>To understand and recognise patterns using shapes</li> </ul> |                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                             |
|                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Step 1</b>                                                                                                                                                                                                                                                                                                                     | <b>Milestone (CP2)</b>                                                                                                                                                                                        | <b>Step 2</b>                                                                                                                                                                                                                                                                                               | <b>Step 3</b>                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Milestone (CP6)</b>                                                                                                                                                      |
| <b>Stage 1 (Birth – 2)</b>                                                                                                                                                                                                                                                                                                                                                                                      |  I am learning to develop my spatial positioning                                                                                                                                                                                                 | <input type="checkbox"/> I can reach for objects of interest to me when on my tummy<br><input type="checkbox"/> I can navigate objects to my mouth<br><input type="checkbox"/> I can hit two objects together |  I am learning to fit objects inside of other objects<br> I am learning to point to the places I would like to go                         |  I am learning to empty and fill containers<br> I am learning to fit simple puzzle blocks together<br> I am learning to make simple arrangements with blocks | <input type="checkbox"/> I can complete a simple shape puzzle by placing pieces into the correct space<br><input type="checkbox"/> I can build a tower with blocks or Duplo |
| <b>Stage 2 (2-3)</b>                                                                                                                                                                                                                                                                                                                                                                                            |  I am learning to successfully fit 3D shapes into the right holes in a shape sorter<br> I am learning to use and respond to positional language up and down | <input type="checkbox"/> I can navigate myself around familiar spaces well<br><input type="checkbox"/> I can use positional language up and                                                                   |  I am learning to play with shapes and make arrangements<br> I am learning to use and respond to positional language on top and under |  I am learning to show an interest in shape by sustained construction play and talk about the arrangement<br> I am learning to use                                                                                                           | <input type="checkbox"/> I can show an interest in shapes in the environment<br><input type="checkbox"/> I can build with shapes                                            |

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|                                                                             |                                                                                                                                                                                                                                                                                                         | down to communicate my needs                                                                                                                                                                |                                                                                                                                                                                                                                                                                 | and respond to positional language next to                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                 |
| <b>Stage 3 (3-4)</b>                                                        | <ul style="list-style-type: none"> <li>I am learning to recognise a triangle and circle</li> <li>I am learning to respond to positional language such as in front, behind and beside</li> </ul>                                                                                                         | <ul style="list-style-type: none"> <li>I can demonstrate my understanding of positional language</li> <li>I can spontaneously recognise, triangles and circles in my environment</li> </ul> | <ul style="list-style-type: none"> <li>I am learning to recognise different sizes of circles and triangles.</li> <li>I can make patterns using circles and triangles</li> <li>I am learning to create an enclosure with loose parts and construction</li> </ul>                 | <ul style="list-style-type: none"> <li>I am learning to recognise and explain 3D shapes such as a sphere, cube and cuboid.</li> <li>I am learning the directions, forwards and backwards, above and below</li> </ul>                                                                                                                                                                   | <ul style="list-style-type: none"> <li>I can recognise 2D shapes in the environment</li> <li>I can recognise some simple 3D shapes and build with cubes and cuboids</li> <li>I can follow and give directions – forwards, backwards, above and below</li> </ul> |
| <b>Stage 4 (4-5)</b>                                                        | <ul style="list-style-type: none"> <li>I am learning to select and use a variety of shapes to combine them for a particular task</li> <li>I can sort and match 2D shapes – circle, square, triangle, rectangle</li> <li>I can make patterns using triangles, circles, squares and rectangles</li> </ul> | <ul style="list-style-type: none"> <li>I can make patterns and represent my ideas using circles and triangles</li> <li>I can match and sort 2D shapes</li> </ul>                            | <ul style="list-style-type: none"> <li>I am learning to follow a map</li> <li>I am learning to visualise and rotate shapes</li> <li>I am learning to complete a more complex puzzle</li> <li>I am learning to sort and match 3D shapes – cube, cuboid, pyramid, cone</li> </ul> | <ul style="list-style-type: none"> <li>I am learning to combine shapes of different sizes to make other shapes</li> <li>I am learning to sort two different puzzles and put the puzzles back together</li> <li>I am learning to follow directions from an adult</li> <li>I am learning to follow a set of instructions to complete a model using a combination of 3D shapes</li> </ul> | <ul style="list-style-type: none"> <li>I can name 2D and 3D shapes</li> <li>I can combine shapes to make other shapes and patterns</li> <li>I can follow a map and directions from an adult</li> <li>I can find shapes in other shapes</li> </ul>               |
| <b>Measure (Not included in the ELG assessment at the end of Reception)</b> |                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                 |

| The knowledge that I am learning is:                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                       |                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                 |
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| <ul style="list-style-type: none"> <li>To compare length, height, volume, capacity and weight</li> <li>To use the language of time (days of the week, times of the day, ordering events)</li> <li>To recognise 1p coins up to 10p</li> </ul> |                                                                                                                                                                                                                                                                                       |                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                 |
|                                                                                                                                                                                                                                              | Step 1                                                                                                                                                                                                                                                                                | Milestone (CP2)                                                                                                                                       | Step 2                                                                                                                                                                                                                                                                                                                                                                                                                              | Step 3                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Milestone (CP6)                                                                                                                                                                                                                 |
| <b>Stage 1<br/>(Birth – 2)</b>                                                                                                                                                                                                               |  I am learning to respond to size and length                                                                                                                                                         | <input type="checkbox"/> I can use my facial expressions and gestures to demonstrate my reaction to change in size and length                         |  I am learning to show understanding in contrasting length and size                                                                                                                                                                                                                                                                                |  I am learning to empty and fill containers                                                                                                                                                                                                                                                                                                                            | <input type="checkbox"/> I can vocalise my reaction to changes in size                                                                                                                                                          |
| <b>Stage 2<br/>(2-3)</b>                                                                                                                                                                                                                     |  I am learning to demonstrate my understanding of the concept big and small                                                                                                                          | <input type="checkbox"/> I can say the word big and demonstrate my understanding                                                                      |  I am learning to recognise when a container is full<br> I am learning to demonstrate when something feels heavy                                                                                                                                                  |  I am learning to compare heavy and light<br> I am learning to compare between empty and full<br> I am learning to describe my construction using vocabulary such as short, long, tall and small | <input type="checkbox"/> I can tell you which object is heavy and which is light<br><input type="checkbox"/> I can tell you when a container is empty or full<br><input type="checkbox"/> I can compare between different sizes |
| <b>Stage 3<br/>(3-4)</b>                                                                                                                                                                                                                     |  I am learning to compare objects using the correct language<br> I am learning to understand now, next and then | <input type="checkbox"/> I can demonstrate my understanding of now, next and then<br><input type="checkbox"/> I can use my mathematical vocabulary to |  I am learning to create recognise short and tall in everyday routines<br> I am learning to talk about length and width<br> I am learning to know the key times of the day |  I am learning to construct items that are the same size or weight<br> I am learning to categories objects in order of size or                                                                                                                                                  | <input type="checkbox"/> I can order objects by weight or size<br><input type="checkbox"/> I can explain and compare objects<br><input type="checkbox"/> I can talk about what makes an object the same                         |

|                                                                                                                                                                                                              |                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                 |
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|                                                                                                                                                                                                              |                                                                                                                                                                                                                                     | compare size, weight and length                                                                                                                                                                                                                                             | ✚ I am learning to shop with objects through play                                                                                                                                                                                                     | weight of at least two items<br>✚ I am learning to understand what watches and clocks are used for and recognise morning and afternoon                                                                                                                                                                                                                                  | <input type="checkbox"/> I can shop using the language of money                                                                                                                                                                                                                                                                                                                 |
| <b>Stage 4 (4-5)</b>                                                                                                                                                                                         | ✚ I am learning to organise a sequence of three events<br>✚ I am learning to compare the size or weight of more than three items<br>✚ I can use marks to represent my findings<br>✚ I can shop using tens frames, numicon, up to 3p | <input type="checkbox"/> I can organise a sequence of three events<br><input type="checkbox"/> I can shop using resources that combine and represent up to 3p<br><input type="checkbox"/> I can find items that weigh and measure the same and communicate my understanding | ✚ I am learning to compare distance<br>✚ I am learning to use scales as a measure of heavy and light using cubes<br>✚ I am learning to measure one minute<br>✚ I can shop using numicon 'one' shapes/tens frames for amounts up to 5 matching pennies | ✚ I am learning to order the sequence of the day using time related vocabulary<br>✚ I am learning to estimate and predict the comparison between two objects or two amounts<br>✚ I am learning to read the visual timetable and understand times of the day (e.g. bedtime, lunchtime)<br>✚ I can shop using numicon 'ones' shapes/tens frames up to 10 matching pennies | <input type="checkbox"/> I can use my prediction skills to estimate which is heavier, lighter, taller, shorter, wider, longer, fuller, emptier, more, less<br><input type="checkbox"/> I can talk about time specific events<br><input type="checkbox"/> I can shop with 1p pieces<br><input type="checkbox"/> I can order 2 items by weight or capacity or by length or height |
| <b>Vocabulary</b><br><br><b>The knowledge that I am learning is:</b> <ul style="list-style-type: none"> <li>To learn new mathematical vocabulary</li> <li>To understand the vocabulary I am using</li> </ul> |                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                 |

- To use it every day in a range of contexts

|                                                                             | Counting and Cardinality                                                                                    | Comparison                                                                                                                                                       | Composition and Subitising                                 | Pattern                                                       | Shape, Space, Spatial Awareness and Measure                                                                                                                         |
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| <b>Stage 1</b><br>(0-2)<br>Immersive language that we want children to hear | One, two, three<br>Number<br>Count                                                                          | More<br>Less<br>Same                                                                                                                                             | See<br>What can you see?                                   | What comes next?                                              | Up, down<br>High, Low<br>Big, Small<br>Today<br>Tomorrow<br>Yesterday<br>Now                                                                                        |
| <b>Stage 2</b><br>(2-3)<br>To include vocab from all previous stages        | One, two, three<br>Numeral<br>Number<br>Count<br>Object<br>Set<br>Order<br>Forwards/Backwards (in counting) | Groups<br>Less,<br>More<br>Fewer<br>Quantity<br>Difference<br>Same                                                                                               | Dot<br>Dice<br>Domino<br>Subitise<br>Whole<br>Half<br>Sort | Pattern<br>Now, Next<br>Arrange<br>Build<br>Explore<br>Notice | Up, Down, Empty, Full, Heavy, Light, Long, Tall, Short, Small<br>Today<br>Tomorrow<br>Yesterday<br>Morning, Afternoon<br>Clock, Watch<br>On top of, Under<br>Shapes |
| <b>Stage 3</b><br>(3-4)<br>To include vocab from all previous stages        | Ones<br>Sequence<br>One, two, three... to 10 and beyond<br>Zero (meaning nothing/none)                      | Equal, Smaller, Compare<br>Before, after<br>Next<br>Match/matching<br>Guess<br>How many ...?<br>How many more is ... than ...?<br>How much more is ...? One less | Part<br>Five Frame<br>Irregular<br>Regular                 | Pattern<br>Repeat<br>Same<br>Copy<br>Create                   | Triangle, Circle, Cube, Cuboid, Sphere<br>Wide, Narrow<br>2D, 3D<br>Above, Below<br>Forwards/Backwards (direction)<br>In front, Behind, Beside<br>over<br>Object    |

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|                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                     |                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>Earlier, Later</li> <li>Days of the week</li> <li>Now, Next, Then</li> <li>Turn</li> <li>Pounds, pence, penny, coin</li> <li>Time</li> </ul>                                                                                                                                                                                                                                                                    |
| <b>Stage 4</b><br>(4-5)<br>To include vocab from all previous stages | <ul style="list-style-type: none"> <li>zero</li> <li>Tens</li> <li>One, two, three ... to twenty and beyond</li> <li>eleven, twelve ... twenty</li> <li>Count, count (up) to, count on (from, to),</li> <li>Count back (from, to)</li> <li>Count in ones, twos, tens</li> <li>Pair</li> <li>Combine</li> <li><b>Addition</b></li> <li>Number sentence</li> <li>Add, more, and</li> <li>Make</li> <li>Plus</li> <li>Total</li> <li>Altogether</li> <li>Double</li> <li>One more</li> <li>Equals</li> <li>Pair of numbers</li> <li>Count on</li> <li><b>Subtraction</b></li> <li>Number sentence</li> <li>take away</li> <li>equals</li> <li><b>subtract</b></li> </ul> | <ul style="list-style-type: none"> <li>The same number as,</li> <li>is the same as</li> <li>As many as</li> <li>Larger, Greater</li> <li>Fewest, Smallest, Least</li> <li>Most, Largest, Greatest</li> <li>One more, ten more</li> <li>One less, ten less</li> <li>Last</li> <li>Few</li> <li>Between</li> <li>Estimate</li> <li>Predict</li> <li>About the same as</li> <li>too many, too few</li> <li>How many more to make ...? how many are left/left over?</li> <li>enough, not enough</li> <li>equal to</li> <li>1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> etc</li> </ul> | <ul style="list-style-type: none"> <li>10 frame</li> <li>Symbol</li> <li>Number bond</li> <li>Doubling</li> <li>Even</li> <li>Odd</li> <li>Inverse</li> <li>Quantity</li> <li>Split</li> <li>partitioned</li> </ul> | <ul style="list-style-type: none"> <li>Sequence</li> <li>Identical</li> <li>Unit</li> <li>Error</li> <li>Construct</li> <li>Model</li> <li>Instruction</li> <li>Visualise</li> <li>Represent</li> <li>Composition</li> </ul> | <ul style="list-style-type: none"> <li>Heavier, Lighter, Wider, Shorter, Fuller, Emptier</li> <li>Length, Width, Height</li> <li>Square, Rectangle, Pyramid, Cone</li> <li>Middle, Bottom, Back</li> <li>Left, Right</li> <li>Direction, Rotate, Manipulate</li> <li>Underneath, Between</li> <li>Hours, Minutes</li> <li>Distance</li> <li>Scales</li> <li>Weight, Capacity, Mass</li> <li>Curved face, Flat face</li> <li>Edges, Vertices</li> </ul> |

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Number bonds<br>Pair of numbers<br>Count on<br>Digit<br>Two digit (up to 20)<br><b>Multiplication</b><br>multiplied by<br>multiply<br>lots of<br>groups of<br>twice<br>times as ...<br>array<br>multiple<br>count up<br>repeated addition<br><b>Division</b><br>share into<br>divide<br>grouping<br>unequal groups<br>repeated subtraction | how many have gone?<br>how many fewer is ... than ...?<br>how much less is ...?              |                                                                                                                                            |  |  |
| <b>Characteristics of Effective Teaching and Learning</b><br><br>In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. Three characteristics of effective teaching and learning are: <ul style="list-style-type: none"> <li>• playing and exploring – children investigate and experience things, and ‘have a go’</li> <li>• active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements</li> <li>• creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things</li> </ul> |                                                                                                                                                                                                                                                                                                                                            |                                                                                              |                                                                                                                                            |  |  |
| <b>Playing and Exploring (Engagement)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Active Learning (Motivation)</b>                                                                                                                                                                                                                                                                                                        | <b>Thinking Creatively and Critically (Thinking)</b>                                         | <b>Emotional Well-being</b>                                                                                                                |  |  |
| <input type="checkbox"/> I can recognise that my actions have an effect on the world, so I like to repeat them.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <input type="checkbox"/> I can participate and predict routines. I enjoy my routines<br><input type="checkbox"/> I can demonstrate goal directed                                                                                                                                                                                           | <input type="checkbox"/> I can participate in pretend play and think beyond the here and now | <input type="checkbox"/> I can demonstrate I feel like I belong in my setting<br><input type="checkbox"/> I can identify my special adults |  |  |

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| <input type="checkbox"/> I can make choices and explore different resources and materials to underpin my mathematical knowledge<br><input type="checkbox"/> I can plan and think s ahead about how I will explore or develop my skills in mathematics<br><input type="checkbox"/> I can guide my own thinking and actions by talking to myself as I play<br><input type="checkbox"/> I can bring experiences from home into my play such as buying groceries from the shop with money<br><input type="checkbox"/> I can show awe and wonder when I learn about new experiences | behaviour<br><input type="checkbox"/> I can show resilience by changing my approach to help me achieve my goal<br><input type="checkbox"/> I can show that I am motivated to keep on trying when I run into difficulties<br><input type="checkbox"/> I can set out to achieve a goal without extrinsic reward<br><input type="checkbox"/> I can celebrate my own achievements when I achieve my own goals<br><input type="checkbox"/> I can concentrate deeply when I am working on achieving my own goals | <input type="checkbox"/> I can sort materials and resources<br><input type="checkbox"/> I can think of my own ideas and find new ways of doing things<br><input type="checkbox"/> I can solve problems, make links and patterns in my play<br><input type="checkbox"/> I can make predictions and test my ideas<br><input type="checkbox"/> I can concentrate on things that are important to me and solve real life problems<br><input type="checkbox"/> I can review my progress | <input type="checkbox"/> I can demonstrate I feel valued and I value others<br><input type="checkbox"/> I can demonstrate I feel safe in my setting<br><input type="checkbox"/> I can demonstrate resilience<br><input type="checkbox"/> I can demonstrate positive self esteem and self worth |
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Have a deep understanding of number to 10, including the composition of each number; 14 - 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.

[https://education.gov.scot/improvement/Documents/NNMPF\\_2016.pdf](https://education.gov.scot/improvement/Documents/NNMPF_2016.pdf)

<https://www.lboro.ac.uk/services/lumen/professional-development/playful-mathematics/>

<https://earlymath.erikson.edu/>