August 2021	Maths Essential Knowledge			
ELG: Number Children at the expected level of development will:		**Curricular Goal: Know how to use fluency in maths to reason and solve problems** • 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
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, including evens and odds, double facts and how quantities can be distributed equally.
Statutory guidance Page 10		• 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

Embedding our learning **Safe** • positive attitudes to learning **Achieving** • alteration in LTM • building knowledge including knowledge checks and low stakes quizzes • building confidence	**Number and Numerical patterns**			
	Pre-nursery	Nursery	Reception	Year 1/2
	Counting-like behaviour • making sounds • pointing • saying some numbers in sequence	The last number reached when counting a small set of objects tells you how many there are in total (cardinal principle) The order of numbers to 0-3 • Count aloud (stable order) • Forwards and back • On fingers • With objects up to 3 (one to one principle)	Objects, actions and sounds can be counted • One to one principle (one number for one object) • Stable order (numbers said in certain order) • Cardinal principle (last number said is total)	
	React to changes of amount in a group of up to three items	Visual representations of numbers up to 3 • Subitise (recognise objects without counting) up to 3	Visual representations of numbers up to 5 • Subitise (recognise objects without counting) up to 5	Knowledge of number to say how many physical objects or pictorial representations can be seen and check by counting them (estimating up to 100)*