



Maths Learning Ladders



EYFS – Mathematics	Areas of Study-
Statutory Educational Programme	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.
Number ELG	Children at the expected level of development will: <ul style="list-style-type: none"> - 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.
Reception Year Non-Statutory Development Matters	<ul style="list-style-type: none"> - Count objects, actions & sounds - Subitise - Link the number symbol (numeral) with its cardinal number value. - Explore the composition of number 10 - Automatically recall number bonds from 1-5 and some to 10
3 and 4 Year Olds (Nursery Year) Non-Statutory Development Matters	<ul style="list-style-type: none"> - Develop recognition of up to 3 objects, without having to count them individually (subitising) - Know that the last object you count is the total number (cardinal principle) - Show “finger numbers” up to 5 - Link numerals and amounts; for example showing the right numeral to match a number of objects - Experiment with their own symbols and marks as well as numerals - Solve real world mathematical problems with numbers up to 5 - Understand position through words alone
Numerical Pattern ELG	Children at the expected level of development will: <ul style="list-style-type: none"> - 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.

<p style="text-align: center;"><i>Reception Year</i></p> <p>Non-Statutory Development Matters:</p>	<ul style="list-style-type: none"> - Count beyond twenty - Compare numbers - Understand the one more/one less relationship between consecutive numbers - Select, rotate and manipulate shapes to develop spatial reasoning skills - Continue, create and copy repeat patterns - Compare length, weight and capacity.
<p style="text-align: center;"><i>3 and 4 Year Olds (Nursery Year)</i></p> <p>Non-Statutory Development Matters</p>	<ul style="list-style-type: none"> - Recite numbers past 5 - Say one number for each item in order - Compare quantities using language: “more than, less than” - Talk about and explore 2D & 3D shapes, using informal and mathematical language - Make comparisons between objects relating to size, length, weight & capacity - Select shapes appropriately e.g. flat surface for a building - Combine shapes to make a bigger one - Extend and create ABAB patterns – stick, leaf, stick, leaf - Notice and correct an error in a repeating pattern - Begin to describe a sequence of events, real or fictional, using words such as next and then