

## Numerical patterns at Heymann

### ELG:

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.

Nursery	Reception
<b>Building blocks to achieve</b> <ul style="list-style-type: none"><li>• Recite numbers past 5.</li><li>• Say one number for each item in order: 1,2,3,4,5.</li><li>• Compare quantities using language: 'more than', 'fewer than'.</li><li>• Solve real problems up to 5 in the classroom</li></ul>	<b>Building blocks to achieve</b> <ul style="list-style-type: none"><li>• Count and say numbers in order beyond 20</li><li>• Compare quantities and numbers using language of more/fewer/same/less than</li><li>• Understand and know 1 more and 1 less for consecutive numbers to 10</li><li>• Explore the composition of numbers to 10, being able to represent numbers to 10 in a variety of ways</li></ul>
<b>Continuous provision:</b> <ul style="list-style-type: none"><li>• Counting books in reading corner</li><li>• Cubes and other manipulatives</li><li>• Objects to count both natural and man-made</li><li>• Role play counting and sharing food, plates etc</li><li>• Objects to match/sort and compare</li><li>• Numicon and Numicon boards</li><li>• Counting games – hopscotch/hide and seek/board games/dominoes</li><li>• Labelled quantities (pencils in pots/babies in cot/plates on the table in the home corner)</li><li>• Number apparatus – squishy numbers/dot cards/number cards for children to interact/match quantities to</li><li>• Counting together (in 10 seconds we are going to start tidying up)</li><li>• Objects to stack (cubes/cups/magnets)</li><li>• Jack and the beanstalk measuring lines- children enjoy making towers and comparing heights by counting total.</li></ul>	<b>Continuous provision:</b> <ul style="list-style-type: none"><li>• Counting books in reading corner</li><li>• Objects to match and sort</li><li>• Counting games – eg hide and seek outside, What's the time Mr Wolf?</li><li>• Dominoes</li><li>• Dice games/board games with numerals</li><li>• Cubes and other manipulatives</li><li>• Numicon and numicon boards</li><li>• 5 and 10 frames</li><li>• Objects to count both natural and man-made</li><li>• Games with buckets and throwing a number of bean bags or balls</li><li>• Number displays in classroom showing ways to represent quantities to 10</li><li>• Number lines, number tracks and 100 squares</li><li>• Interactive games on the board</li><li>• Role play sharing food, plates etc</li><li>• Feely bag for different number of objects as well as for shape description</li><li>• Cards representing numbers in different ways to compare, order and sort</li><li>• Double-sided counters</li></ul>

	<ul style="list-style-type: none"> <li>• Dot plates</li> <li>• Chairs to set up as buses/trains</li> </ul>
<b>Role of adult:</b> <ul style="list-style-type: none"> <li>• Count daily children in line, at tables, in groups, chairs at tables, etc saying the number in the count – cardinal number. Counting instilled to everyday routines</li> <li>• Model one to one counting, saying numbers in order (counting finger)</li> <li>• Use vocabulary: ‘more than’, ‘less than’, ‘fewer’, ‘the same as’, ‘equal to’. Encourage children to use these words</li> <li>• Model comparing amounts/questioning children (e.g., who has more?)</li> </ul>	<b>Role of adult:</b> <ul style="list-style-type: none"> <li>• Count daily children in line, at tables, in groups, chairs at tables, etc saying the number in the count – cardinal number. Counting everyday routines</li> <li>• Model one to one counting, saying numbers in order</li> <li>• Provide collections to compare, starting with a very different number of things. Include more small things and fewer large things, spread them out and bunch them up, to draw attention to the number not the size of things or the space they take up. Include groups where the number of items is the same.</li> <li>• Use vocabulary: ‘more than’, ‘less than’, ‘fewer’, ‘the same as’, ‘equal to’. Encourage children to use these words as well.</li> <li>• Make up stories of sharing – snacks, food, toys – model with objects</li> <li>• Model sharing odd number of objects between 2</li> <li>• Ask questions – what do they notice, how do they know, can they show another way etc</li> <li>• Bunny ears</li> </ul>
<b>Vocabulary</b> <ul style="list-style-type: none"> <li>• More/less (let’s compare)</li> <li>• Count</li> <li>• Number names</li> <li>• Total</li> </ul>	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>• More/fewer/same as/less than</li> <li>• Number names</li> <li>• Consecutive</li> <li>• Composition</li> <li>• Arrangement</li> <li>• Addition</li> <li>• Subtraction</li> <li>• Total</li> <li>• </li> </ul>