

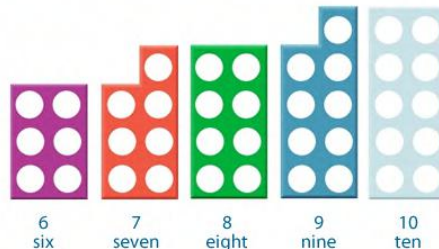
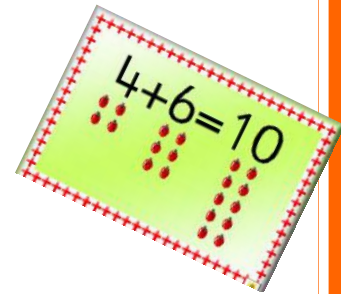
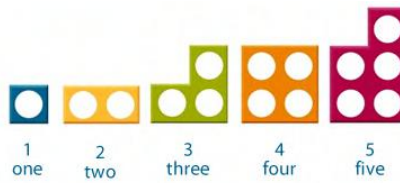
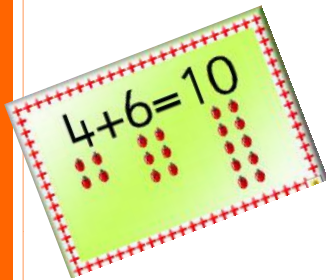


$$3 + 3 = 6$$

West Road PRIMARY SCHOOL

End of Year

Expectations for Number



This booklet provides information for parents and carers about the age related expectations for number in both the nursery and reception classes. These expectations are based on the age related standards for each year group as set out in the Early Years Foundation Stage Curriculum.

All the number objectives set out in this booklet are worked on throughout the year. They will be the focus for direct teaching and challenges set out within their play.

If you have any queries regarding these expectations or

What do the end of year expectations mean for Nursery ?

Children who are 3 are 36 months old

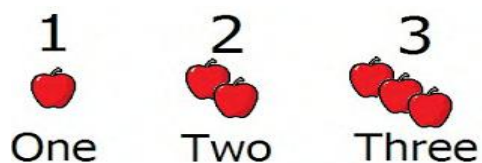
Children who are 4 are 48 months old

Children entering Nursery should be secure in the developmental range of 22-36 months and working within some aspects of 30-50 months.

By the end
ery year
have
outcomes in
and reached
60 months.



of the Nurs-
they should
achieved the
30-50 months
aspects of 40-



What do the end of year expectations mean for Reception ?

Children who are 4 are 48 months old

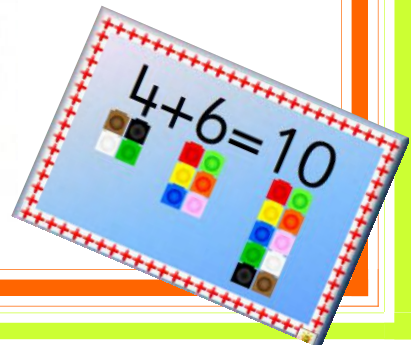
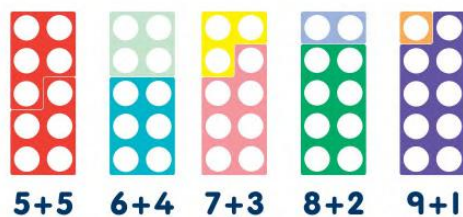
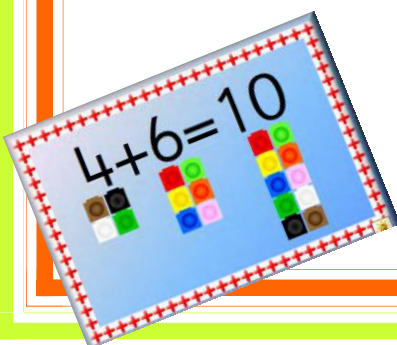
Children who are 5 are 60 months old

Children entering reception should be secure in the developmental range of 30-50 months and working within some aspects of 40-60 months.

By the end of the reception year they should have achieved the outcomes in 40-60 months and reached the expected levels in the Early Learning goals.

In the final term of the EYFS practitioners/ teachers must review information from all sources to make a judgement for each child, for each Early Learning Goal. The judgement must say whether the child's learning and development is:

- 1) best described by the level of development expected at the end of the EYFS (expected).



Descriptors from the Development Matters

| a | b |
|---|--|
| 22-36 months | 30-50 months |
| Number | |
| Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'. | Uses some number names and number language spontaneously. |
| Recites some number names in sequence. | Uses some number names accurately in play. |
| Creates and experiments with symbols and marks representing ideas of number. | Recites numbers in order to 10. |
| Begins to make comparisons between quantities. | Knows that numbers identify how many objects are in a set. |
| Uses some language of quantities, such as 'more' and 'a lot'. | Beginning to represent numbers using fingers, marks on paper or pictures. |
| Knows that a group of things changes in quantity when something is added or taken away. | Sometimes matches numeral and quantity correctly. |
| | Shows curiosity about numbers by offering comments or asking questions. |
| | Compares two groups of objects, saying when they have the same number. |
| | Shows an interest in number problems. |
| | Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. |
| | shows an interest in numerals in the environment |
| | Shows an interest in representing numbers. |
| | Realises not only objects, but anything can be counted, including steps, claps or jumps. |

Descriptors from the Development Matters

C

40-60 months

Number

Recognise some numerals of personal significance.

Recognises numerals 1 to 5.

Counts up to three or four objects by saying one number name for each item.

Counts actions or objects which cannot be moved.

Counts objects to 10, and beginning to count beyond 10.

Counts out up to six objects from a larger group.

Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.

Counts an irregular arrangement of up to ten objects

Estimates how many objects they can see and checks by counting them.

Uses the language of 'more' and 'fewer' to compare two sets of objects.

Finds the total number of items in two groups by counting all of them.

Says the number that is one more than a given number.

Finds one more or one less from a group of up to five objects, then ten objects.

In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.

Records, using marks that they can interpret and explain.

Begins to identify own mathematical problems based on own interests and fascinations.

Descriptors from the Development Matters

| d | e |
|---|--|
| Early Learning Goals | Exceeding |
| Number | |
| Children count reliably with numbers from one to 20, place them in order | <i>Children estimate a number of objects and check quantities by counting up to 20. They solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups.</i> |
| say which number is one more or one less than a given number. | |
| Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. | |
| They solve problems, including doubling, halving and sharing. | |

Number

End of Nursery

- Say and use some numbers when they are playing.
- Count aloud at least up to 10, extending up to 20.
- Can recognise and name most numbers up to 5 then up to 10.
- Points and touches objects as they count them
- Knows the last number they say when they count things is how many there are.
- Understands numbers tell us how many there are.
- Can represent numbers using objects, fingers and marks on paper.
- Shows an interest in numbers, and joins in number songs and rhymes.
- They are able to count other things than just objects such as jumps, claps, steps.
- Shows an interest in numbers around them and in the environment.



- They begin to match the correct number to the correct number of objects within 10.



- They can recognise a set of, one, two and three

Number

End of Reception

- They can count aloud up to 20 confidently and then up to 100.
- They can find (recognise) a number to 20 when asked.
- They can name all their numbers to 20 confidently and many up to 100.
- They can write their numbers up to 20 and beyond.
- They can put their numbers up to 20 in order.
- They can count up to 20 objects accurately.
- They can match numbers to the right number of objects up to 20.
- They can estimate how many objects making a sensible guess. And checking their estimate.
- They use language about numbers such as 'more', 'less', 'fewer'.
- They can add two sets together and say how many there are altogether.
- They use the correct language and vocabulary when adding and taking away.
- They can find out and say a number one more or one less than a number up to 10 and then up to 20.
- Using objects they can add and take away within 10.
- They are beginning to record their numbers and sums.



- They can share, halve and double numbers.
- They can remember some adding and taking away facts.



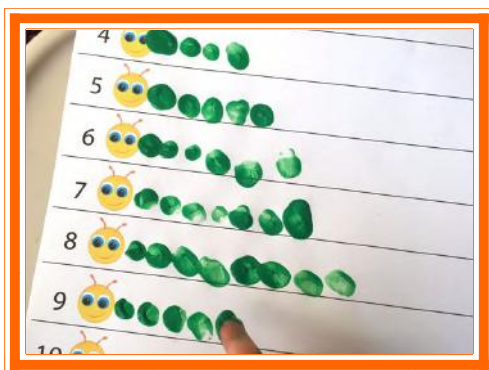
Examples of learning about numbers whilst children are playing.



**Matching the correct number of
pegs to the number.**



**Finding the numbers in the jelly
and saying what number you
have found.**



**Finger painting the numbers and
counting back to check they are
right.**



Examples of learning about numbers whilst children are playing.

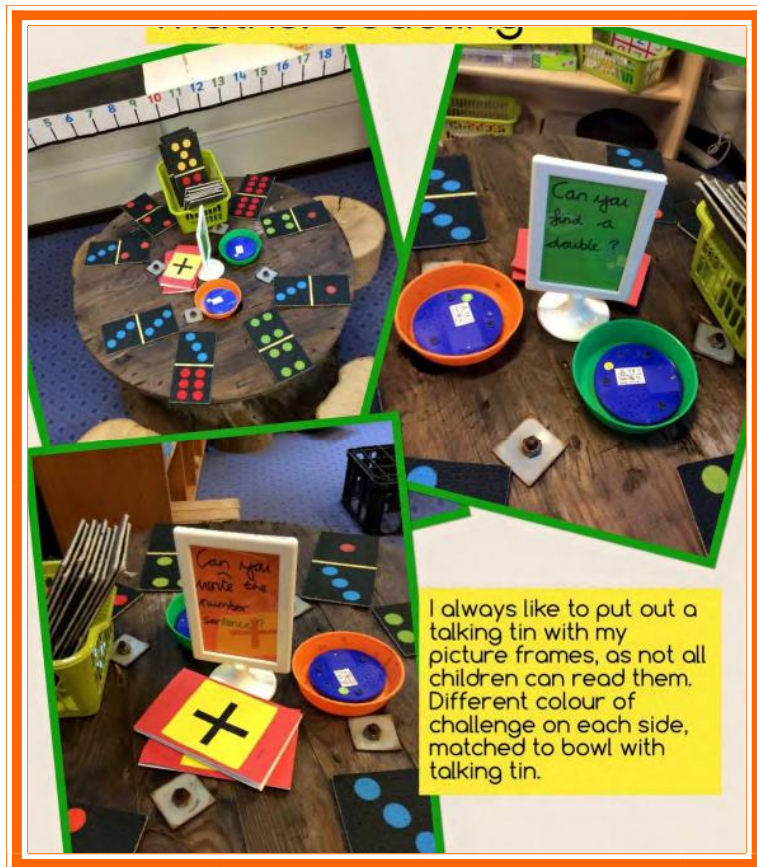


Making numbers with beads etc..

Using dominoes for exploring adding.



Examples of learning about numbers whilst children are playing.



Doubling numbers.



Ordering numbers using numbered flowers.



Activities with Number Lines

Guess my number

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|---|

You will need the numbers 0-9 placed in the number line.

- Tell the children you are thinking of one of the numbers?
- Can they find out by asking questions which number it is?
- No direct questions (i.e. Is it 5?) are allowed and you may only answer yes or no.

⇒ Encourage questions such as:

- * Is it bigger than...?
- * Is it smaller than...?
- * Is it odd...?
- * Is it even...?
- * Is it more than...?
- * Is it less than...?
- * Is it before...?
- * Is it after...?
- * Is it next to...?



As the children ask questions numbers will be eliminated.

For example, a positive answer to a question 'Is it bigger than five?' will eliminate the numbers 0-4.

Activities with Number Lines

In the right place

You will need the number cards 0-9.

With the children, put the number cards in the right places.

Start with the zero and ask:

⇒ **What number comes next? And next?**

With all the numbers in place ask questions such as:

- * Which is the biggest number?
- * Which number is in the middle?
- * Can you find a number that is one more than 2? One more than 3? One more than 6?
- * Can you find the number that is two less than 7? Three less than 6?
- * Which numbers are more than 5? Which numbers are less than 6?
- * Which numbers are on the right of the numbers?
- * Which numbers are on the left of number 2?

