

# Maths : Numerical Patterns

Selection of linked objectives and ideas for supporting child development	Early Learning Goals	Useful Books
<p>Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0</p> <ul style="list-style-type: none"> <li>Increasingly confident at putting numerals in order 0 to 10 (ordinality)</li> </ul> <p>Uses number names and symbols when comparing numbers, showing interest in large numbers</p>	<p>Sing counting songs and count together forwards and backwards, sometimes starting from different numbers and in different step sizes. Discuss numbers coming</p>	<ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system</li> </ul>
<p>Matches the numeral with a group of items to show how many there are (up to 10)</p> <ul style="list-style-type: none"> <li>In practical activities, adds one and subtracts one with numbers to 10</li> <li>Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and “+” or “-”</li> <li>Estimates of numbers of things, showing understanding of relative size</li> </ul>	<p>Begin to model calculations in mathematical stories and number rhymes and in real contexts, using a range of ways of representing (e.g. five-frames). Use both informal and standard ways to record these, including tallies and symbols. Discuss children’s own graphical strategies to solve problems, using some vocabulary of addition and subtraction.</p> <p>Encourage children to make predictions and visualise the outcome in stories, rhymes and songs if one (or two) is added or taken away.</p>	<ul style="list-style-type: none"> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</li> </ul>

