

The Early Learning Goal states that...

Number

Children at the expected level of development will:

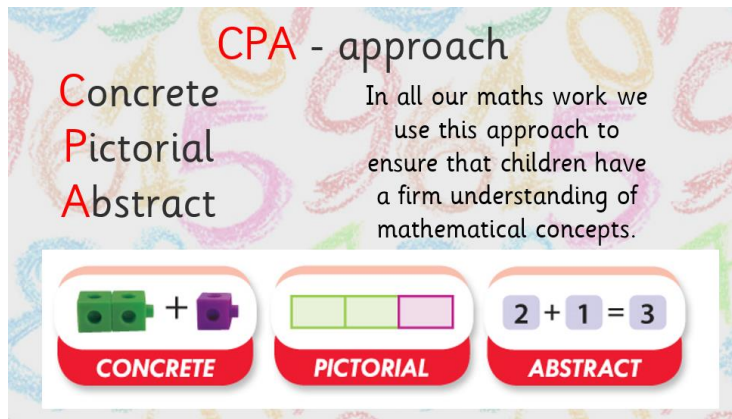
- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

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 patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

We aim to reach this goal by using a CPA approach



We aim to give children a strong sense of number

Number sense is an emerging construct that refers to a child's fluidity and flexibility with numbers and what numbers mean as well as an ability to perform mental mathematics and to look at the world and make

There may be:

1. An awareness of the relationship between number and quantity
2. An understanding of number symbols, vocabulary and meaning
3. The ability to engage in systematic counting, including notions of cardinality and ordinality
4. An awareness of magnitude and comparisons between different magnitudes
5. An understanding of different representations of number
6. Competence with simple mathematical operations
7. An awareness of number patterns including recognising missing numbers

Our learning is extended and developed through the activities we have access to in the classroom.