




<p>Skill Mathematics</p> 	<p>At Walbrook Nursery our children acquire many skills through the process of developing and moving towards an end goal. We pride ourselves on facilitating their learning through enriching and exciting experiences to ensure that these skills will be embedded to a deep level so that they can be transferred across all academic subjects in years to come.</p> <p>These statements show progress of learning in the seventeen areas of the Early Years curriculum across the period of time the children are within our setting.</p>
<p>Number</p>	<p>I know the meaning of one and zero e.g., getting one piece of snack or one toy, show one finger/ zero etc. I know the numerals for one and zero. I can count one. I can look at different quantities of extreme difference and know which has <u>more</u> (including in weight, capacity and measures).</p> <p style="text-align: center;"></p> <p>I know the value of one, two and three e.g., get two cars...show me two fingers. I know the numerals zero, one, two and three and am starting to recognise them in random order. I know that when I count, the last number I say is the total. I am beginning to count a ready-made group of one, two or three items. With support I am counting objects by touching each item and saying a number. I am beginning to make a group of one, two and three items. I can look at different quantities of extreme difference and know which has <u>fewer/ less</u> (including in weight, capacity and measures).</p> <p style="text-align: center;"></p> <p>I can recognise amounts zero to three without counting e.g., reading a dice without counting the spots. I can match a ready-made number of objects with the correct numeral to five e.g. cars, teddies, fingers. I can independently count three items in a ready-made group. I am showing increasing confidence when I count five items and I know the last number I say is the total. I can compare quantities of more and fewer.</p>
<p>Number Pattern</p>	<p>I am starting to join in with some number songs. I am beginning to say some numbers in order when joining in with counting e.g., rote counting to three. I can understand and follow a one-step instruction. First... I am becoming familiar with the vocabulary first, next, last. I am recognising patterns in print e.g., animal, clothes etc.</p>



I know a few number songs.

I can rote count to five.

I am beginning to recognise patterns in routine e.g., the sequence of instructions at the end of the day/ daily routine.

I understand and follows the first, next sequenced instruction (two-step instruction).

I am starting to repeat sequencing vocabulary-first, next, last.

I can recite numbers past five.

I am starting to create patterns with shapes.



I can notice simple patterns and can correct/ start to create repeating patterns e.g., green, blue, green, blue.

I can understand the vocabulary to sequence events-first, next and last (three-step instruction).

I am beginning to use sequencing vocabulary-first, next, last.