

<div>Age 4</div> <div>Entering Reception class</div>	<div>Minnie and Max Mathematician</div>	<div>This document was created by a collaboration of schools and settings in Dorset. It aims to support practitioners to plan for good progress for all children towards the ELGs for Mathematics.</div> <div>It is not intended to be used as a checklist.</div>
<div>Characteristics and Attitudes:</div>	<ul style="list-style-type: none"> • Showing curiosity, using senses and open-ended activities. • Initiating activities, taking risks and learning by trial and error. • Seeking challenge and ‘can do’ attitude. • Maintaining focus on an activity for a period of time and not easily distracted. • Persisting with activity when challenges occur and bouncing back after difficulty. • Being proud of how they accomplished something – not just the end result. • Enjoying meeting challenges for their own sake rather than for reward or praise. • Showing high levels of energy, fascination (especially in particular interests) and paying attention to details. • Thinking of ideas and finding ways to solve problems. • Finding new ways to do things and developing grouping, sequences, cause and effect. • Planning, making decisions about how to approach a task, solve a problem and reach a goal. • Using Language of Thinking and Learning – think, know, remember, forget, idea, makes sense, plan, learn, find out, confused, figure out, trying to do. • Making links and noticing patterns. • Testing their ideas and making predictions. • Changing strategy as needed and reviewing how well the approach worked. 	
<div>Concepts, Knowledge and Skills:</div>	<div>Cardinality and Counting</div> <ul style="list-style-type: none"> • Verbal counting- says number names in order to 10 Counts backwards “5,4,3,2,1,0,” e.g. countdown to rocket take off or a number song. • Object counting and cardinality Knows that the last number in the count gives the total number of objects 1-10 (cardinality). Counts up to 10 objects accurately. Counts out a smaller number of objects from a larger collection. Counts sounds 1-5 e.g. claps, drum beats. Counts objects which cannot be moved e.g. animals in a book. Knows that objects, sounds, actions etc can all be counted (abstraction). Knows that it doesn’t matter in what order you count objects the quantity remains the same. • Subitising (knowing how many without having to count) - recognises small quantities, the number of rings on the cooker, the number of lego figures in a boat, the number of small play creatures in a field, 1-6 dice, 1-5 fingers held up and Numicon, without needing to count them. • Recognising some numerals Recognises numerals 1-4. Asks questions about numerals they see. Shows an interest in numerals in the environment e.g. “That number is on my door!” • Conservation - knows that the total number of objects does not change even if the objects are rearranged, as long as nothing is added or taken away. <div>Comparison</div> <ul style="list-style-type: none"> • Knows when 2 groups have the same quantity by matching objects one to one e.g. “Are there enough cups for everyone at this table?” • Can compare two sets, saying which has more, when quantities involved are less obvious. • Beginning to use the words ‘more’ and ‘fewer’ accurately. <div>Composition</div> <ul style="list-style-type: none"> • Knows quantities can be made up of two or more smaller quantities. <div>Children’s Mathematical Mark Making</div> <ul style="list-style-type: none"> • Makes own representations of quantities that have been counted. • Uses marks/own symbols/numerals they can explain. <div>Pattern</div> <ul style="list-style-type: none"> • Able to spot and create patterns • Able to continue a simple ABAB pattern • Able to continue a simple sound or action pattern e.g. clap, stamp, clap, stamp 	

<p>Age 5</p> <p>End of Reception, ready for Year 1</p>	<p>Minnie and Max Mathematician</p>	<p>This document was created by a collaboration of schools and settings in Dorset. It aims to support practitioners to plan for good progress for all children towards the ELGs for Mathematics.</p> <p>It is not intended to be used as a checklist.</p>
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<p>Concepts, Knowledge and Skills:</p>	<ul style="list-style-type: none"> • Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number (in a wide range of ways from irregular, moveable, unmoveable, abstract, non-tangible). • 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. • 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. • Children record number, using marks that they can interpret and explain. • Children use vocabulary of addition and subtraction and ‘more’ and ‘fewer’. 	