

Number



ELG: Number – Expected Children count reliably with numbers from one to 20, place them in order & say which number is one more or one less than a given number.

Using quantities & objects, they add & subtract two single-digit numbers & count on or back to find the answer. They solve problems, including doubling, halving and sharing.

Steps to achieve the expected standard

Children need to have achieved all of the strands and skills within 40-60mths AND all of the strands and skills of the ELG statement independently and consistently.

Early Years Outcomes 40-60mths

- 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 & discussion, beginning to use the vocabulary involved in adding & subtracting.
- Records, using marks that they can interpret and explain.
- Begins to identify own mathematical problems based on own interests and fascinations

How can we support this?

Recognise some numerals of personal significance.

Encourage your child to look for numbers within their environment, indoors and out

Recognises numerals 1 to 5.

Can your child identify these numbers instantly on sight?

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

Encourage your child to say number names in order and when they count, to move one object at a time, saying the number names in order for each moved object

Counts actions or objects which cannot be moved.

When counting objects that can't be moved, eg pictures, encourage your child to use a systematic method to count, eg crossing out, making a mark on the object, starting on one side and moving to the other

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

Your child needs to be able to say the number names in order to 10, and beyond, and to count each item with 1:1 accurate correspondence

Counts out up to six objects from a larger group.

From a large group, can your child either select a 'handful' of objects, count with accurate 1:1 correspondence to the required number, or can they count the items one at a time until they have the required amount?

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

Encourage your child to recognise on sight the value of each numeral and then to count accurately and match the numeral to the amount

Counts an irregular arrangement of up to ten objects.

We encourage the children to be systematic in their counting, but can they count accurately when objects are irregular? Can they implement their skills that they have been developing from previous objectives?

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

Children's ability to recognise numerals and to count accurately enables them to visualise what that amount might look like. This promotes the skill of 'sensible' estimations. When practising, only use numbers that your child is comfortable and familiar with.

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

This can be done very easily in everyday life. For example, at tea time, who has more fish fingers/carrots/grapes on their plate? Always ask your child to explain their answer. How do they know? This shows their understanding of place value and number sequencing.

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

Once your child can count with accurate 1:1 correspondence, then this objective/skill can be done both practically and orally (can they visualise the objects or a number line to count in their head?)

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

When your child is confident saying the number names in order/can sequence numerals, then pose challenges to them such as, I would like you to bring me some books. I would like 1 more than 4 please.

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

Many children can say number names in order counting on but counting back can often be challenging. Being able to visualise a number line and understanding the sequence of numbers can really help to develop this. Make it fun. If you know how many stairs you have, instead of counting up to 12, start at 12 and as you climb encourage your child to say the number one less.

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

There are many words and ways of saying the same thing within the English language. When playing games, such as snakes and ladders, use as many different ways that you know to say add/take away

Records, using marks that they can interpret and explain.

Children need to be able to represent their work both pictorially (which will aide their progress in to Singapore maths in Year1) and numerically. Encourage your child to form their numerals correctly. If they can write number equations and understand the process, encourage them to draw their work too.

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

Numbers are an integral part of our lives and children realise this more than we may give them credit for. When playing games/driving in the car/eating model a number problem to them eg if you have 3 sausages and eat 2 how many will be left? How do you know? If there are 7 birds in the garden and 4 more arrive, how many will there be altogether? And then encourage your child to think of their own mathematical problems.

To achieve the **expected standard within the ELG**, your child needs to be able to achieve all of the above independently showing evidence of reliable counting with numbers from one to 20, place them in order & say which number is one more or one less than a given number.

They must be able to use quantities & objects to add & subtract two single-digit numbers & count on or back to find the answer. They need to solve problems, including doubling, halving and sharing.

To achieve the **exceeding standard within the ELG**, your child needs to be able to achieve all of the above independently **and** 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