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| **Number** |
| **2-year olds** | **N1** | **N2** |
| ComparisonResponds to words like moreCountingSays some counting words through songs and nursery rhymesAdults model counting behaviourCardinalityThrough play, adults model using number words like one or two and children sometimes respond accurately when asked to give one or two | ComparisonBeginning to compare and recognise changes in numbers of things using words like more, lots or sameCountingBegins to say numbers in order, some of which are in the right orderCardinalityIn everyday situations, takes or gives two or three objects from a groupBeginning to notice numerals of importanceBeginning to count on their fingers in songs and nursery rhymes | ComparisonCompares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You’ve got two, I’ve got two. Same! CountingMay enjoy counting verbally as far as they can go Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5 using their ‘counting finger’Uses some number names and number language within play, and may show fascination with large numbersExperiment with making marks linked to numerals and symbolsBegin to count and recognise numerals 0 to 10CardinalitySubitises one, two and three objects (without counting) whilst exploring the composition of numbers. Show ‘finger numbers’ up to 5.Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle)Links numerals with amounts up to 5 and maybe beyond CompositionThrough play and exploration, beginning to learn that numbers are made up (composed) of smaller numbersBeginning to use understanding of number to solve practical problems in play and meaningful activitiesBeginning to recognise that each counting number is one more than the one beforeSeparates a group of three or four objects in different ways, beginning to recognise that the total is still the same |
| **Stonehill Milestones** |
| **2-year olds** | **N1** | **N2** |
| * Takes part in finger rhymes with numbers
* React to a change in the environment e,g. a new toy, furniture that has been rearranged
* Within play, would be able to respond to one or two e.g. Can you make me two pieces of toast?, Can I have one more car?
 | * Begin to count in everyday contexts, sometimes skipping numbers or saying in the wrong order
* React to changes of amount in a group of up to three items
* Within play, can give or take two or three objects e.g. Please can I have three cups of tea?
* Can rote count to 5 confidently
 | * Can rote count to 10 confidently
* Shows “finger numbers to 5”
* Be able to touch count to 5
* Engages in subitising numbers up to three
* Can compare two groups of items using language such as more, less, the same
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| Early Learning Goal:* 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.
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| **Numerical pattern** |
| **2-year olds** | **N1** | **N2** |
| Spatial Awareness • Enjoys filling and emptying containers* Investigates fitting themselves inside and moving through spaces

Shape• Pushes objects through different shaped holes, and attempts to fit shapes into spaces on inset boards or puzzles• Beginning to select a shape for a specific space• Enjoys using blocks to create their own simple structures and arrangementsPattern• Becoming familiar with patterns in daily routines• Joins in with and predicts what comes next in a story or rhyme• Beginning to arrange items in their own patterns, e.g. lining up toysMeasures• Shows an interest in size and weight• Explores capacity by selecting, filling and emptying containers, e.g. fitting toys in a pram• Beginning to understand that things mighthappen now or at another time, in routines**.** Joins in with simple routines | Spatial Awareness• Moves their bodies and toys around objects and explores fitting into spaces• Begins to remember their way around familiar environments• Responds to some spatial and positional languageShape• Chooses puzzle pieces and tries to fit them in• Finds two items that are the same and recognises that they are the same• Makes simple constructionsIdentify 2D shapes using their correct name.Pattern• Joins in and anticipates repeated sound and action patterns• Is interested in what happens next using thepattern of everyday routinesMeasures• Explores differences in size (big and small), length, weight and capacity• Beginning to understand some talk aboutimmediate past and future• Beginning to anticipate times of the day such as mealtimes or home time | Spatial Awareness• Responds to and uses language of position and direction• Predicts, moves and rotates objects to fit thespace or create the shape they would likeShape• Chooses items based on their shape which are appropriate for the child’s purpose e.g. using junk modelling to represent something else• Responds to common 2D shape names• Shows awareness of shape similarities anddifferences between objects using informal and mathematical language.• Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes• Attempts to create arches and enclosures when building, using trial and improvement to select blocksPattern• Creates their own spatial patterns showing some organisation or regularity• Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC)• Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next and may correct an error.Measures• In meaningful contexts, finds the longer orshorter, heavier or lighter and more/less full oftwo items• Recalls a sequence of events in everyday life and stories |
| **Stonehill Milestones** |
| **2-year olds** | **N1** | **N2** |
| * Builds with a range of resources e.g. blocks, shapes, large construction, junk modelling
* Completes simple inset puzzles/shape sorter
* Happily plays in the sand and water, exploring filling and emptying containers
 | * Complete simple puzzles by matching the piece to the picture
* Children can follow an instruction using positional language (on, under) e.g. Put the teddy on the table
* Aware of routines, joins in independently and anticipates
* Understand the concepts of empty, full, big/little
 | * Is able to use language to compare size, weight and height
* Children link the time of the day to the routine e.g. tidy up time is at the end of the day, Farzana means dinner time!
* Understands the concepts of half full, all gone and size when filling containers
* Children can follow an instruction using more complex positional and directional language e.g. forwards, backwards, sideways, next to
* Identify simple 2D shapes (circle, triangle, square)
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| Early Learning Goal:* 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**.**
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