**ELGs 11 and 12. Number and Numerical Pattern. Skill progression throughout Reception**

**Entry (3)**

- They can say number names in order to 10.
- They can touch count accurately to 5.
- They can say how many are in a set (up to 5).
- They can count out 5 objects from a larger group.
- They can recognise numerals to 5.
- They can match numeral to quantity 1-5.
- They can order numerals 1-5.
- They can compare the size of quantities to 5 (using the vocabulary more and less).

**Autumn 2 (4)**

- They can say number names in order to 20 (occasional number may be missed).
- They can touch count accurately to 10 and beyond.
- They can say how many are in a set (up to 10).
- They can count out 10 objects from a larger group.
- They can recognise numerals to 10 and beyond.
- They can match numeral to quantity 1-10.
- They can order numerals 1-10.
- They can find one more and one less than numbers to 10 using a practical method.

**Spring 2 (5)**

- They are starting to recognise numerals to 20.
- They can use vocabulary involved in addition and subtraction.
- They can solve simple additions with single digit numbers (can use a practical method by counting altogether).
- They can solve simple subtractions with single digit numbers (can use practical method by counting how many are left).
- They are starting to have an understanding of number bonds with some recall to 5
- They have a basic understanding of the composition of numbers (e.g. you can make larger numbers from 2 smaller numbers) and they explore this with numbers to 5

**Summer 1 (6)**

- They can recognise numerals to 20 and make a good attempt at writing them.
- They are improving their understanding of number bonds with some recall to 10
- They can count on from a number within 1-20.
- They can count back from a number within 1-10.
- They are beginning to solve simple additions by counting on with single digit numbers (can use a practical method).
- They are beginning to solve simple subtractions by counting back with single digit numbers (can use a practical method).
- They have a basic understanding of the composition of numbers (e.g. you can make larger numbers from 2 smaller numbers) and they explore this with numbers to 10

**Summer 2 ELG (7)**

- They can order and represent numbers to 20.
- They have a good understanding of the composition of numbers to 10
- They can recall some number bonds to 10.
- They can subitise to 5
- Automatically recall number bonds to 5
- Rote count beyond 20
- Recognise patterns in the counting system
- Compare quantities to 10
- They have a basic understanding of number patterns to 10 including odds and evens
- They can double and automatically recall some double facts
- They can share out equally

**Exceeding (8)**

- They can estimate a number of objects and check the actual quantity (to 20).
- They can solve practical problems that involve combining or sharing groups of twos, fives and tens
- They can recall number bonds to 20.
- They can recognise numbers to 100.
- They have some understanding of how to use tens and units to help then add and subtract (e.g. using denes or numicon).

Numerical patterns require many prerequisites of number. Number ELG is likely to be achieved by Sumer 1 (if you can achieve all of 6 it is likely you can achieve 7 for number (yellow)) leaving summer 2 free for the extra understanding in numerical patterns (green) (see LTP)