

## Learning Trajectory Subitising

Range	Unique Child: What a child might be doing	Positive Relationships: what adults might do	Enabling Environments: what adults might provide
1	Reacts to changes of amount when those amounts are significant (more than double).	<ul style="list-style-type: none"> <li>- Notice and mirror children’s reactions to changes in amount.</li> <li>- Add to objects &amp; draw attention to the change in amount, using words like more.</li> <li>- When feeding babies comment on whether they would like more after being winded, e.g. <i>Oh, you want more.</i></li> <li>- Use feeding, changing and bathing times for finger-play with young babies</li> </ul>	<ul style="list-style-type: none"> <li>- Provide small groups of the same objects in treasure baskets, as well as single items.</li> </ul>
2	<p>May be aware of number names through their enjoyment of action rhymes and songs that relate to numbers.</p> <p>Looks for things which have moved out of sight.</p>	<ul style="list-style-type: none"> <li>- Take opportunities during play to sing number rhymes.</li> <li>- During personal care routines make a point of using numbers.</li> <li>- Play peek-a-boo hiding games with toys and people.</li> </ul>	<ul style="list-style-type: none"> <li>- Plan to sing number rhymes with actions. Involve families in sharing number rhymes from home cultures.</li> </ul>
3	Uses number words, like <i>one</i> or <i>two</i> and sometimes responds accurately when asked to give one or two things.	<ul style="list-style-type: none"> <li>- Use number words in meaningful contexts, e.g. <i>Here is your other mitten. Now we have two.</i></li> </ul>	<ul style="list-style-type: none"> <li>- Play hiding games so children notice that something has gone.</li> </ul>
4	<p>In everyday situations, takes or gives two or three objects from a group.</p> <p>Beginning to count on their fingers.</p>	<ul style="list-style-type: none"> <li>- Encourage children to explore the collections they make, comparing amounts and counting some of the items, emphasising the last number, e.g. <i>1,2,3. There are 3 leaves.</i></li> <li>- Use opportunities to model and encourage counting on fingers.</li> <li>- Encourage children to explore the collections they make, comparing amounts and counting some of the items, emphasising the last number, e.g. <i>1,2,3. There are 3 leaves.</i></li> <li>- When singing number rhymes with props, draw attention to contrasting differences and changes in numbers, checking together <i>How many now?</i></li> <li>- Point out the number of things whenever possible, e.g. rather than just chairs, say <i>four chairs.</i></li> <li>- Help children to give or get two or three items, e.g. during snack time help children to take two pieces of fruit.</li> </ul>	<ul style="list-style-type: none"> <li>- Provide opportunities for children to explore cardinality in the environment using self- correcting resources, e.g. jigsaw with two ducks and the number two, or displays showing the numeral and the number of items.</li> <li>- Sing counting songs and rhymes which help to develop children’s understanding of number.</li> </ul>
5	<p>Subitises one, two and three objects (without counting).</p> <p>Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers.</p>	<ul style="list-style-type: none"> <li>Use opportunities within daily routines to support children’s developing sense of number.</li> <li>Encourage children to use their fingers to show an amount e.g. when asking another child to share resources, to show on their fingers how many they need.</li> </ul>	<ul style="list-style-type: none"> <li>- Play with either dot or numeral dice. Discuss that six on the dice is worth more than four.</li> <li>- Provide a variety of mathematical picture books and share them as part of “warm and cuddly” maths times.</li> <li>- Explore different arrangements of the same number, e.g. partitioning five in different ways; hiding one group and “guessing” the hidden number.</li> <li>- Support children to choose how to arrange collections of two, three and four objects in different ways.</li> </ul>

6	<p>Engages in subitising numbers to four and maybe Five.</p> <p>Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three.</p>	<ul style="list-style-type: none"> <li>- Enjoy subitising games and sustained shared thinking about number, indoors and outdoors.</li> <li>- Encourage children to make predictions and visualise the outcome in stories, rhymes and songs if one (or two) is added or taken away.</li> <li>- Begin to model calculations in mathematical stories and number rhymes and in real contexts, using a range of ways of representing (e.g. five-frames). Use both informal and standard ways to record these, including tallies and symbols. Discuss children's own graphical strategies to solve problems, using some vocabulary of addition and subtraction.</li> </ul>	<ul style="list-style-type: none"> <li>- Subitise with children, talking about how they see numbers of things made up in a variety of arrangements (e.g. recognising odd and even numbers).</li> <li>- Build counting and ways of representing numbers into everyday routines.</li> <li>- Play subitising games which involve quickly revealing and hiding numbers of objects, perhaps showing numeral cards and fingers.</li> <li>- Provide opportunities for children to match a number of objects to the numeral, including zero.</li> <li>- Provide dice, board and card games, sometimes involving older children, families and members of the local community.</li> </ul>
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**A Unique Child**

When referring to the guidance for the Areas of Learning and Development, it is important to start with what is observed and understood about the individual child.

A typical progression in development and learning has been grouped into broad ranges in the column for A Unique Child. This is intended to support knowledge of a general pattern of child development.

Practitioners can identify a range that most closely describes the child's development and learning, and then consider the suggestions for adults within that range (or earlier ranges) to plan to support continued progress.

The guidance can also help to identify when children may need additional support, by referring to the key provided here which links the ranges to typical age spans.

In summative assessments, comparing best-fit judgements of ranges with typical age spans can help identify whether children are roughly on track, or are progressing more slowly or quickly. This information can be useful for leaders and managers in planning for the continual improvement of practice and provision in the setting.

Key to understanding the age ranges:



Reference: Birth to 5 Matters – Non-statutory guidance for the Early Years Foundation Stage  
[www.birthto5matters.org.uk](http://www.birthto5matters.org.uk)