

Mathematics

Numbers

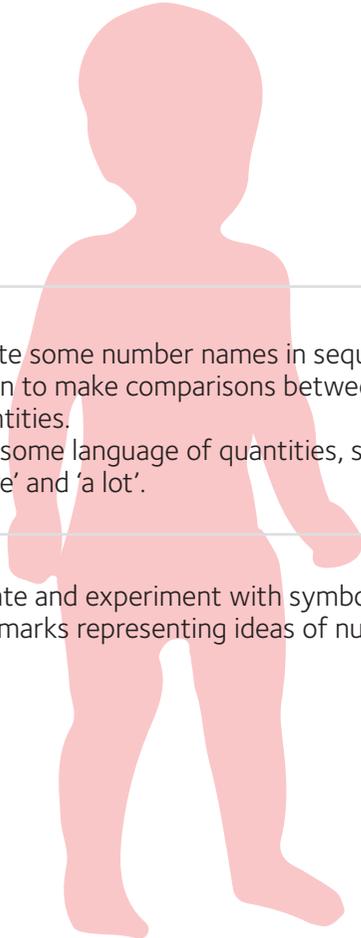
Count reliably with numbers from 1 to 20

Place numbers from 1 to 20 in order

Represent numbers

22–36 months

- Select a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'.

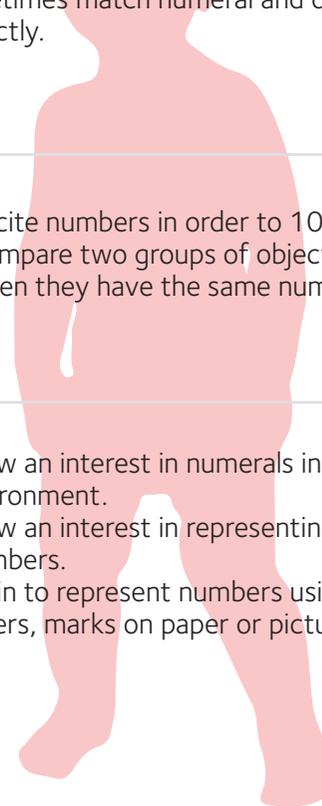


- Recite some number names in sequence.
- Begin to make comparisons between quantities.
- Use some language of quantities, such as 'more' and 'a lot'.

- Create and experiment with symbols and marks representing ideas of number.

30–50 months

- Know that numbers identify how many objects are in a set.
- Use some number names and number language spontaneously.
- Use some number names accurately in play.
- Realise not only objects, but anything can be counted, including steps, claps or jumps.
- Sometimes match numeral and quantity correctly.

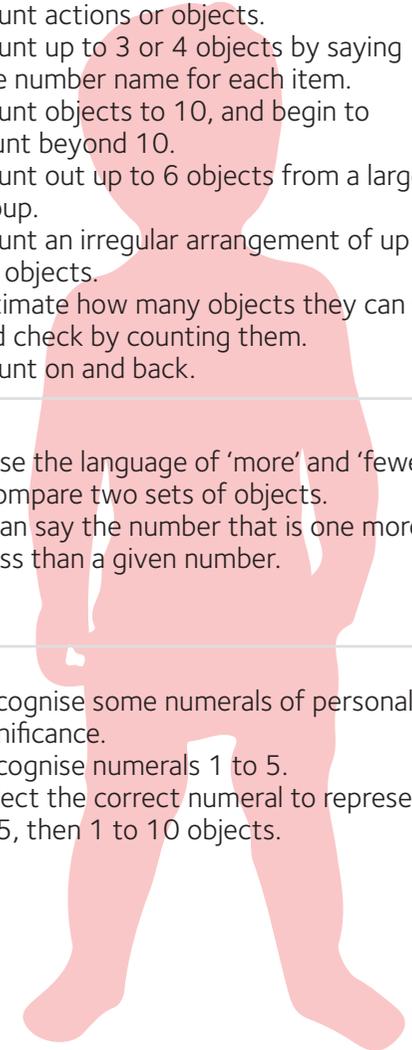


- Recite numbers in order to 10.
- Compare two groups of objects, saying when they have the same number.

- Show an interest in numerals in the environment.
- Show an interest in representing numbers.
- Begin to represent numbers using fingers, marks on paper or pictures.

40–60+ months

- Count actions or objects.
- Count up to 3 or 4 objects by saying one number name for each item.
- Count objects to 10, and begin to count beyond 10.
- Count out up to 6 objects from a larger group.
- Count an irregular arrangement of up to 10 objects.
- Estimate how many objects they can see and check by counting them.
- Count on and back.



- Use the language of 'more' and 'fewer' to compare two sets of objects.
- Can say the number that is one more or less than a given number.

- Recognise some numerals of personal significance.
- Recognise numerals 1 to 5.
- Select the correct numeral to represent 1 to 5, then 1 to 10 objects.

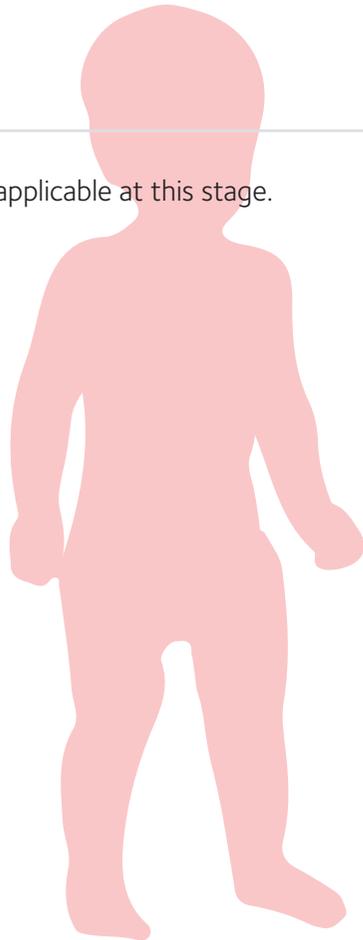
Numbers

Add and subtract

Solve problems

22–36 months

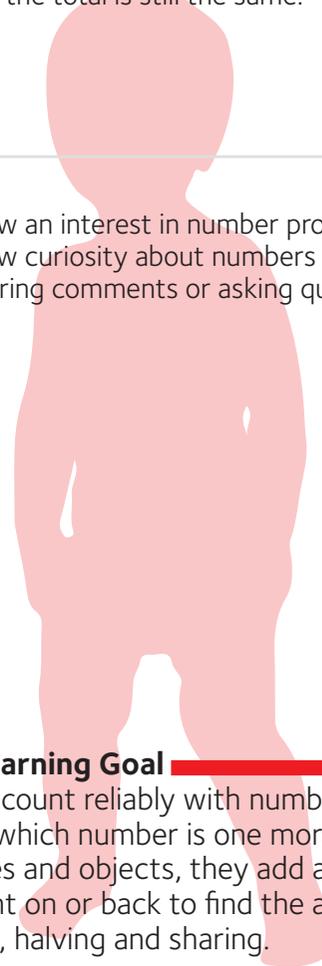
- Know that a group of things changes in quantity when something is added or taken away.



- Not applicable at this stage.

30–50 months

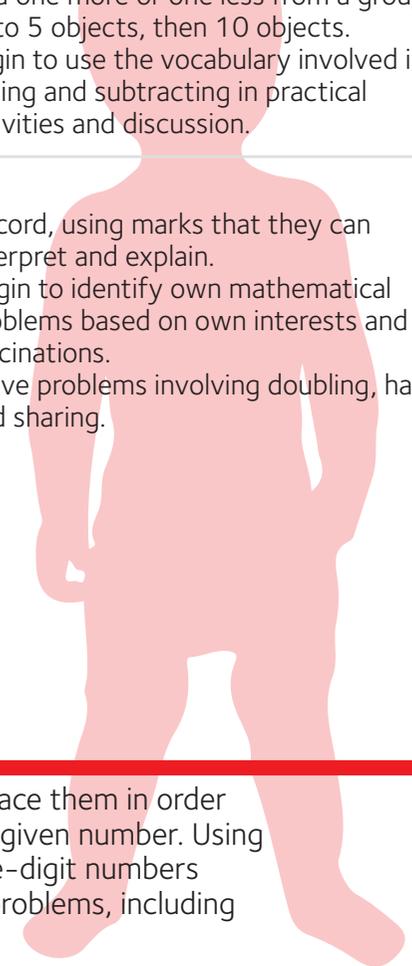
- Separate a group of 3 or 4 objects in different ways, begin to recognise that the total is still the same.



- Show an interest in number problems.
- Show curiosity about numbers by offering comments or asking questions.

40–60+ months

- Find the total number of items in 2 groups by counting all of them.
- Find one more or one less from a group of up to 5 objects, then 10 objects.
- Begin to use the vocabulary involved in adding and subtracting in practical activities and discussion.



- Record, using marks that they can interpret and explain.
- Begin to identify own mathematical problems based on own interests and fascinations.
- Solve problems involving doubling, halving and sharing.

Early Learning Goal

Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract 2 single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

Shape, space and measure

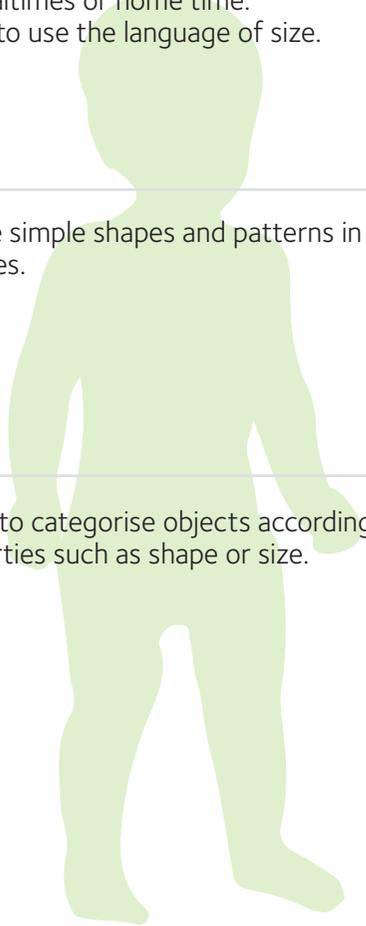


22–36 months

- Understand some talk about immediate past and future, e.g. 'before', 'later' or 'soon'.
- Anticipate specific time-based events such as mealtimes or home time.
- Begin to use the language of size.

- Notice simple shapes and patterns in pictures.

- Begin to categorise objects according to properties such as shape or size.

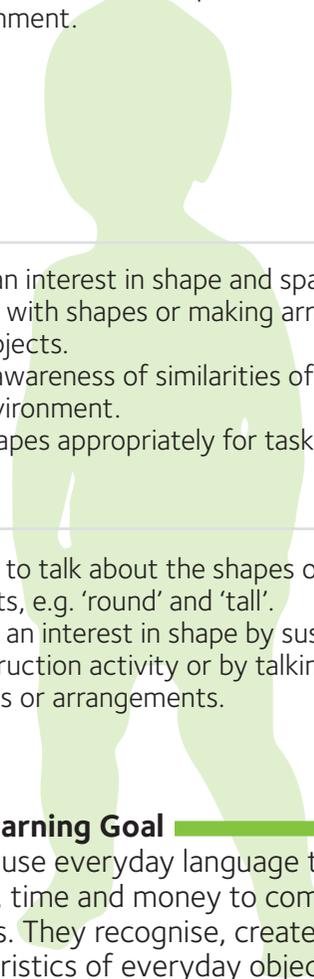


30–50 months

- Use positional language.
- Show an interest in shapes in the environment.

- Show an interest in shape and space by playing with shapes or making arrangements with objects.
- Show awareness of similarities of shapes in the environment.
- Use shapes appropriately for tasks.

- Begin to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.
- Show an interest in shape by sustained construction activity or by talking about shapes or arrangements.

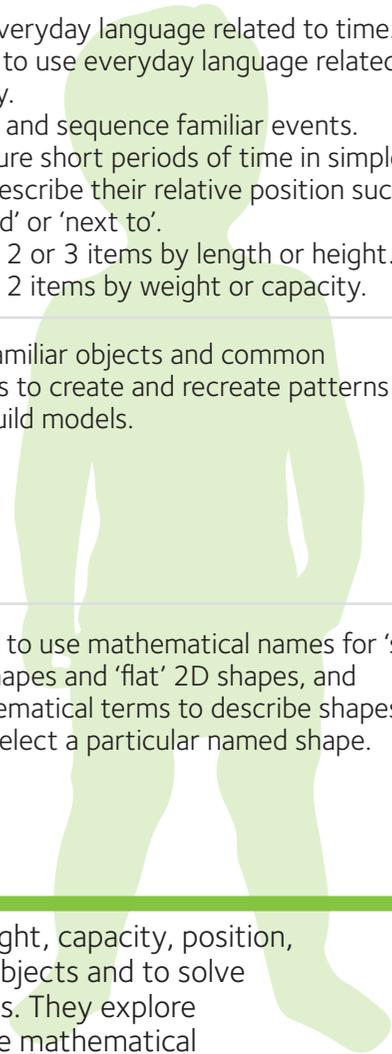


40–60+ months

- Use everyday language related to time.
- Begin to use everyday language related to money.
- Order and sequence familiar events.
- Measure short periods of time in simple ways.
- Can describe their relative position such as 'behind' or 'next to'.
- Order 2 or 3 items by length or height.
- Order 2 items by weight or capacity.

- Use familiar objects and common shapes to create and recreate patterns and build models.

- Begin to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.
- Can select a particular named shape.



Early Learning Goal

Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.