

What Mathematics looks like in EYFS

Areas of Study	22-36 months	30-50 months	40-60 months & ELG
Numbers	<p>Fast recognition of up to 3 objects, without having to count them individually. (“Subitising”).</p> <p>Recite numbers past 5.</p> <p>Say 1 number for each item in order, 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total. (“cardinal principal”).</p> <p>Show finger numbers up to 5.</p> <p>Link numerals and amounts: for example, show the right number of objects to match the numeral, up to 5.</p> <p>Experiment with their own symbol and marks as well as numbers.</p> <p>Solve real world mathematical problems with numbers up to 5.</p>	<p>Count objects, actions and sounds. Subitice.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Count beyond 10.</p> <p>Understand that “one more than/one less than” relationships between consecutive numbers.</p> <p>Automatically recall number bonds for numbers 0-10.</p> <p>Listen carefully and understand why listening is important. (CL)</p>	<p>Have a deep understanding of numbers to 10, including the composition of each number.</p> <p>Subitice, (recognise quantities without counting) up to 5.</p> <p>Automatically recall, (without reference to rhyme, counting or other aids) number bonds up to 5, (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>.</p> <p>Offer explanations about why things might happen (CL)</p> <p>Ask questions to clarify their understanding. (CL)</p>
Measurement	<p>Begin to describe a sequence of events, real or fictional, using words such as “first,” “then.....”</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Use a wider range of vocabulary (CL)</p> <p>Understand ‘Why’ questions (CL)</p>	<p>Compare length, weight and capacity.</p> <p>Learn new vocabulary (CL)</p> <p>Listen carefully and understand why listening is important. (CL)</p>	
Geometry	<p>Talk about, and explore 2D and 3D shapes. (for example, circles, triangles and cuboids) using informal and mathematical</p>	<p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p>	

	<p>language: “sides,” “corners,” “straight,” “flat,” “round.”</p> <p>Understand position through word alone – for example, “The bag is under the table,” with no pointing.</p> <p>Select shapes appropriately: flat surface for buildings, a triangular prism for a roof, Combine shapes to make new ones – an arch, a bigger triangle, ect.</p> <p>Talk about an identify patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like “pointy”, “spotty,” “blobs,” ect.</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Notice and correct an error in repeating patterns.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations using the words like “in front of, “behind.”</p> <p>Use a wider range of vocabulary (CL)</p> <p>Understand ‘Why’ questions (CL)</p>	<p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>Continue, copy and create repeating patterns.</p> <p>Listen carefully and understand why listening is important. (CL)</p> <p>Learn new vocabulary (CL)</p>	
Statistics	<p>Compare quantities using language, “more than”, “fewer than.”</p> <p>Use a wider range of vocabulary (CL)</p> <p>Understand ‘Why’ questions (CL)</p>	<p>Compare numbers.</p> <p>Explore the composition of numbers to 10</p> <p>Listen carefully and understand why listening is important. (CL)</p>	<p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than/less than or the same as the other quantity.</p>

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