

# MATHEMATICS

	NUMBERS	SHAPE, SPACE AND MEASURES
16-26 months	<ul style="list-style-type: none"> <li>Knows that things exist, even when out of sight.</li> <li>Beginning to organise and categorise objects, e.g. putting all the teddy bears together or teddies and cars in separate piles.</li> <li>Say some counting words randomly.</li> </ul>	<ul style="list-style-type: none"> <li>Attempt, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles.</li> <li>Uses blocks to create their own simple structures and arrangements.</li> <li>Enjoy filling and emptying containers.</li> <li>Associates a sequence of actions with daily routines.</li> <li>Beginning to understand that things might happen 'now'.</li> </ul>
22 - 36 months	<ul style="list-style-type: none"> <li>Select a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'.</li> <li>Recite some number names in sequence.</li> <li>Creates and experiments with symbols and marks representing ideas of number.</li> <li>Begins to make comparisons between quantities.</li> <li>Use some number language, such as 'more' and 'a lot'.</li> <li>Know that a group of things changes in quantity when something is added or taken away.</li> </ul>	<ul style="list-style-type: none"> <li>Notice simple shapes and patterns in pictures</li> <li>Beginning to categories objects according to properties such as shape or size</li> <li>Begins to use the language of size.</li> <li>Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'.</li> <li>Anticipates specific time-based events such as mealtimes or home time.</li> </ul>
30 - 50 months	<ul style="list-style-type: none"> <li>Use some number names and number language spontaneously</li> <li>Use some number names accurately in play.</li> <li>Recites numbers in order to 10.</li> <li>Knows that numbers identify how many objects are in a set.</li> <li>Begin to represent numbers using fingers, marks on paper or pictures</li> <li>Sometimes match number and quantity correctly</li> <li>Show curiosity about numbers by offering comments or asking questions</li> <li>Compare two groups of objects, saying when they have the same number</li> <li>Show an interest in number problems</li> <li>Separate a group of three or four objects in different ways, beginning to recognise that the total is still the same</li> <li>Shows an interest in numerals in the environment.</li> <li>Shows an interest in representing numbers.</li> <li>Realises not only objects, but anything can be counted, including steps, claps or jumps.</li> </ul>	<ul style="list-style-type: none"> <li>Show an interest in shape and space by playing with shapes or making arrangements with objects</li> <li>Shows awareness of similarities of shapes in the environment</li> <li>Uses positional language</li> <li>Are beginning to understand 'bigger than' and 'enough'</li> <li>Show interest in shape by sustained construction activity or by talking about shapes or arrangements.</li> <li>Shows interest in shapes in the environment.</li> <li>Use shapes appropriately for tasks</li> <li>Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.</li> </ul>
40 - 60+ months	<ul style="list-style-type: none"> <li>Recognise some numerals of personal significance.</li> <li>Recognises numerals 1 to 5.</li> <li>Count up to three or four objects by saying one number name for each item</li> <li>Count actions or objects that cannot be moved.</li> <li>Counts objects to 10 and beginning to count beyond 10.</li> <li>Count out up to six objects from a larger group</li> <li>Select the correct numeral to represent 1 to 5, then 1 to 10 objects</li> <li>Count an irregular arrangement of up to 10 objects.</li> <li>Estimate how many objects they can see and checks by counting all of them.</li> <li>Uses the language of 'more' and 'fewer' to compare two sets of objects.</li> <li>Find the total number of items in two groups by counting all of them</li> <li>Says the number that is one more than a given number</li> <li>Finds one more or one less from a group of up to five objects, then 10 objects.</li> <li>In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting.</li> <li>Records, using marks that they can interpret and explain.</li> <li>Begins to identify own mathematical problems based on own interest and fascinations.</li> </ul> <p><b>Early Learning Goal</b> Children can count reliably with numbers from one 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 two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p>	<ul style="list-style-type: none"> <li>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes</li> <li>Selects a particular named shape.</li> <li>Can describe their relative position such as 'behind' or 'next to'.</li> <li>Order two or three items by length or height.</li> <li>Order two items by weight or capacity.</li> <li>Uses familiar objects and common shapes to create and recreate patterns and build models.</li> <li>Uses everyday language related to time.</li> <li>Beginning to use everyday language related to money.</li> <li>Orders and sequences familiar events.</li> <li>Measures short periods of time in simple ways.</li> </ul> <p><b>Early Learning Goal</b> Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>