

# Mathematics

## Numbers

30 – 50 months	40 – 60 months	Early Learning Goal (ELG 11)	Exceeding
<ul style="list-style-type: none"><li>• Uses some number names and number language spontaneously.</li><li>• Uses 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>• Beginning to represent numbers using fingers, marks on paper or pictures.</li><li>• Sometimes matches numeral and quantity correctly.</li><li>• Shows curiosity about numbers by offering comments or asking questions.</li><li>• Compares two groups of objects, saying when they have the same number.</li><li>• Shows an interest in number problems.</li><li>• Separates a group of three or four objects in different ways, beginning to recognize 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>• Recognises some numerals of personal significance.</li><li>• Recognises numerals 1 to 5.</li><li>• Counts up to three or four objects by saying one number name for each item.</li><li>• Counts actions or objects which cannot be moved.</li><li>• Counts objects to 10, and beginning to count beyond 10.</li><li>• Counts up to six objects from a larger group.</li><li>• Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</li><li>• Counts an irregular arrangement of up to 10 objects.</li><li>• Estimates how many objects they can see and checks by counting them.</li><li>• Uses the language of 'more' and 'fewer' to compare two sets of objects.</li><li>• Finds 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 ten objects.</li><li>• In practical activities and discussion, beginning 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 interests and fascinations.</li></ul>	<ul style="list-style-type: none"><li>• Children count reliably with numbers from <b>1 to 20</b>, place them in <b>order</b> and say which one is <b>one more or one less</b> than a given number.</li><li>• Using quantities and objects, they <b>add and subtract</b> two single-digit numbers and count on or back to find the answer.</li><li>• They solve problems, including <b>doubling, halving and sharing</b>.</li></ul>	<ul style="list-style-type: none"><li>• Children <b>estimate</b> a number of objects and check quantities by counting up to 20.</li><li>• They solve practical problems that involve <b>combining groups of 2, 5 or 10, or sharing into equal groups</b>.</li></ul>

## Mathematics

### Shape, Space and Measure

30 – 50 months	40 – 60 months	Early Learning Goal (ELG 12)	Exceeding
<ul style="list-style-type: none"><li>• Shows 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>• Shows 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>• Uses shapes appropriately for tasks.</li><li>• Beginning to talk about the shapes of everyday objects, e.g. <i>'round'</i> and <i>'tall'</i>.</li></ul>	<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 <i>'behind'</i> or <i>'next to'</i>.</li><li>• Orders two or three items by length or height.</li><li>• Orders 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>	<ul style="list-style-type: none"><li>• Children use everyday language to <b>talk about</b> size, weight, capacity, position, distance, time and money to <b>compare quantities and objects</b> and to solve problems.</li><li>• They <b>recognise</b>, create and <b>describe</b> patterns.</li><li>• They explore characteristics of everyday objects and shapes and use mathematical language to <b>describe</b> them.</li></ul>	<ul style="list-style-type: none"><li>• Children <b>estimate, measure, weigh and compare and order objects</b> and talk about properties, <b>position and time</b>.</li></ul>