



EYFS Maths Curriculum

30-50 months	<p><u>Number</u> Uses some number names and number language spontaneously Uses some number names accurately in play Recites numbers in order to 10 Knows that numbers identify how many objects are in a set Is beginning to represent numbers using fingers, marks on paper or pictures Sometimes matches numeral and quantity correctly Shows curiosity about numbers by offering comments or asking questions Compares two groups of objects, saying when they have the same number Shows an interest in number problems. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Shows an interest in numerals in the environment Shows an interest representing numbers Realises not only objects, but anything can be counted, including steps, claps or jumps.</p> <p><u>Shape, space and measures</u> Shows an interest in shape and space by playing with shapes or making arrangements with objects Shows an awareness of similarities of shapes in the environment. Uses positional language Shows an interest in shape by sustained construction activity or by talking about shapes or arrangements. Shows an interest in shapes in the environment Uses shapes appropriately for tasks Is beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'</p>
40-60 months	<p><u>Number</u> Recognises some numerals of personal significance Recognises numerals 1 to 5 Counts up to three or four objects by saying one number name for each item. Counts actions or objects which cannot be moved Counts objects to 10, and beginning to count beyond 10. Counts out up to six objects from a larger group. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Counts an irregular arrangement of up to ten objects. Estimates how many objects he/she can see and checks by counting them. Uses the language of 'more' and 'fewer' to compare two sets of objects. Finds the total number of items in two groups by counting all of them Says the number that is one more than a given number Finds one more or one less from a group of up to five objects, then ten objects. Is beginning to use the vocabulary involved in adding and subtracting in practical activities and discussion. Records, using marks that he/she can interpret and explain.</p>

Begins to identify his/her own mathematical problems based on his/her interests and fascinations
Counts reliably with numbers from 1 to 20, places them in order and says which number is one more or one less than a given number.
Adds and subtracts, using quantities and objects, 2 single digit numbers, and counts on or back to find the answer.
Solves problems, including doubling, halving and sharing

Shape, space and measures

Is beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.

Selects a particular named shape

Can describe his/her relative position such as 'behind' or 'next to'.

Orders two or three items by length or height.

Orders two items by weight or capacity

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

Uses everyday language related to time.

Is beginning to use everyday language related to money

Order and sequences familiar events

Measures short periods of time in simple ways.

Uses everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.

Recognises, creates and describes patterns

Explores characteristics of everyday objects and shapes and uses mathematical language to describe them.