

Name: _____

Number words and numerals	Counting sets
<p>30-50 months</p> <ul style="list-style-type: none"> • Use some number names and number language accurately • Offer comments or ask questions about numbers, demonstrating their curiosity • Say some number names in sequence • Recites numbers in order to 10 • Show an awareness of numbers in their environment 	<p>30-50 months</p> <ul style="list-style-type: none"> • Show awareness of one-to-one correspondence through practical everyday experience • Begin to make comparisons between quantities, such as 'more' and 'a lot' • Recognise groups with one, two or three objects • Know that the last number in the count gives the total • Count up to five objects by touching each object and saying one number name for each item • Represent numbers up to five, using fingers • Match numeral to quantity to 5 • Count actions or sounds • Move around, or partition and recombine small groups of up to four objects, and recognise that the total is still the same • Understands the empty set (0)
<p>40-60 months</p> <ul style="list-style-type: none"> • Recognise some numbers of personal significance • Count forwards and backwards within the number sequence 1 to 5 • Recognise, say and identify numerals 1 to 5 • Order numbers in the range 1 to 5 • Count forwards and backwards within the number sequence 1 to 10 • Recognise, say and identify numerals 1 to 10 • Order numbers in the range 1 to 10 • Say the number that comes after a given number within the number sequence 1 to 10 • Use zero and the numeral to represent it • Count forwards and backwards within the number sequence 1 to 15 • Recognise, say and identify numerals 1 to 15 • Order numbers in the range 1 to 15 • Say the number that comes before and after a given number within the number sequence 1 to 10 • Records, using marks that they can interpret and explain 	<p>40-60 months</p> <ul style="list-style-type: none"> • Represent numbers up to ten, using fingers • Count reliably any arrangement of up to ten objects, including those that cannot be moved • Count out a smaller number of objects (up to six) from a larger group • Compare sets of up to 10 objects, using language such as 'more', 'fewer' or 'same' • Instantly recognise, without counting, familiar patterns of up to six objects • Begin to estimate how many objects can be seen and check by counting up to 10 • Find one more or one less than a number from 1 to 10 • Partition and recombine small groups of up to ten objects • Find the total number of objects in two groups by counting all of them • Recognise that the number of objects in a set does not change if they are moved around • Remove objects from a small group and count how many are left

<p><u>Early Learning Goal</u></p> <ul style="list-style-type: none"> • Count forwards and backwards within the number sequence 1 to 20 • Recognise, say and identify numerals 20 • Order numbers across the 10 boundary (e.g. 8 to 11) • Order numbers to 20 • Say the numbers that come before and after a given number within the number sequence 1 to 20 • Begin to use the ordinal language of 'first', 'second' and 'third' in practical contexts 	<p><u>Early Learning Goal</u></p> <ul style="list-style-type: none"> • Count reliably any arrangement of up to 20 objects, including those that cannot be moved • Compare sets of up to 20 objects, using language such as 'more', 'fewer' or 'same' • Find the total by combining two groups, where one group is screened (seen and then hidden) and counting on • Relate addition to counting on and recognise that addition can be done in any order • Understand subtraction as 'take away' and find the answer by counting the remaining objects • Count large groups of objects by using efficient strategies • Solve problems that involve the concept of: doubling halving sharing • More readily reads and understands addition and subtraction number sentences.
<p><u>Exceeding ELG</u></p> <ul style="list-style-type: none"> • Count forwards and backwards beyond 20 • Recognise, say and identify numerals beyond 20 • Say the numbers that come before and after a given number beyond 20 • Identify and explain simple patterns in number sequences • Count forwards in twos, fives or tens • Use the language of ordinal numbers in a range of contexts • Records addition and subtraction number sentences • Count forwards and backwards within the number sequence 0 to 100 • Say the numbers that come before and after a given number within the number sequence 0 to 100 • Count forwards and backwards in twos, fives and tens • Recognise, say and identify numerals 0 to 100 	<p><u>Exceeding ELG</u></p> <ul style="list-style-type: none"> • Estimate a number of objects that can be checked by counting up to 20 • Solve problems that involve combining groups of 2,5 or 10 • Solve problems that involve sharing into equal groups • Solve problems that involve doubling and halving of numbers

On Entry – chn should fall 30-50 secure/40-60 entering

End of autumn – chn need to be 40-60 developing/secure

End of spring – chn need to be ELG entering/developing

End of summer – chn need to be ELG secure/exceeding

Shape, space and measure

30-50 months	40-60 months	Early Learning Goal	Exceeding ELG
<ul style="list-style-type: none"> Shows an interest in shape and space by playing with shapes or making arrangements with objects Shows interest in shape by sustained construction activity or by talking about shapes in the environment Uses shapes appropriately for tasks Beginning to talk about the shapes of everyday objects e.g. round or tall 	<ul style="list-style-type: none"> Uses familiar objects and common shapes to create and recreate patterns and build models Selects a particular named shape Beginning to use mathematical names for: <ul style="list-style-type: none"> 2D shapes 3D shapes Beginning to use mathematical terms to describe: <ul style="list-style-type: none"> 2D shapes 3D shapes 	<ul style="list-style-type: none"> Explore characteristics of everyday objects and shapes and use mathematical language to describe them e.g. corners, sides, flat, solid Recognise, create and describe patterns 	
<ul style="list-style-type: none"> Understands positional language 	<ul style="list-style-type: none"> Uses positional language Can describe their relative position such as behind or next to 	<ul style="list-style-type: none"> Use everyday language to talk about: <ul style="list-style-type: none"> Size – big/small/little/huge/medium/bigger/smaller/biggest/smallest Weight – heavy/heaviest/heavier/light/lighter/lightest/the same Capacity – full/most/least/empty/half-full/the same Position – first/second/third Distance – furthest/further/shortest/far/near Time – today/yesterday/tomorrow/days/months/date/...o'clock/minutes Money – cost/money/penny/...p/...pound/buy/change/how much? to compare quantities and objects and to solve problems. 	<ul style="list-style-type: none"> Estimate, measure, weigh and compare and order objects and talk about properties, position and time ("I'm going to weigh this and it weighs/and/or is heavier than...") Measure using non-standard measures e.g. cubes to measure length or weight. Recognise different coins
	<ul style="list-style-type: none"> Orders two or three items by <ul style="list-style-type: none"> Length or height Weight or capacity Orders and sequences familiar events Uses everyday language related to time Measures short periods of time in simple ways e.g. sandtimer Beginning to use everyday language related to money 		