

EYFS			
	Number and Place Value	Calculation	Shape & Measures
30-50++	<ul style="list-style-type: none"> • 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 • Beginning to represent numbers using fingers, marks on paper or pictures • Sometimes matches numeral and quantity correctly • Shows an interest in numerals in the environment • Shows an interest in representing numbers 	<ul style="list-style-type: none"> • Compares two groups of objects, saying when they have the same number • Shows curiosity about numbers by offering comments or asking questions • 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 • Realises not only objects, but anything can be counted, including steps, claps and jumps 	<ul style="list-style-type: none"> • Shows an interest in shape and space by playing with shapes or making arrangements with objects • Shows awareness of similarities of shapes in the environment • Uses positional language • Shows interest in shape by sustained construction activity or by talking about shapes or arrangements • Shows interest in shapes in the environment. • Uses shapes appropriately for tasks • Beginning to talk about the shapes of everyday objects e.g. 'round' and 'tall'
40-60+	<ul style="list-style-type: none"> • Recognise 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 they can see and checks by counting them • Uses the language of 'more' and 'fewer' to compare two sets of objects 	<ul style="list-style-type: none"> • 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 • In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting • Records, using marks that they can interpret and explain • Begins to identify own mathematical problems based on own interests and fascinations 	<ul style="list-style-type: none"> • Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes • Selects a particular named shape • Uses familiar objects and common shapes to create and recreate patterns and build models • Can describe their relative position such as 'behind' or 'next to' • Orders two or three items by length or height • Orders two items by weight or capacity • Uses everyday language related to time • Beginning to use everyday language related to money • Orders and sequences familiar events • Measures short periods of time in simple ways