

Numbers as labels & for counting

FS2

Show an interest in numbers and counting. Use some number names and vocabulary spontaneously. Enjoy joining in with rhymes and songs. Use mathematical language in play. Is aware of numbers in everyday life. Say some number names in familiar contexts such as nursery rhymes. (NLC1)

FS3

Show curiosity about numbers by offering comments or by asking questions. Use some number names accurately in play. Willingly attempt to count, with some numbers in the correct order. Recognise groups with one, two or three objects. Count reliably up to 3 everyday objects. (NLC2)

FS4

Show confidence with number by initiating or requesting number activities. Count up to 3 or 4 objects by saying one number name for each item. Compare, sort, match and sequence familiar objects. Recognise some numerals of personal significance. Begin to represent numbers using fingers, marks on paper or pictures. Recognise numerals 1 to 5, then 1 to 9. Count reliably up to 6 objects from a larger group. (NLC3) Count actions or objects that can't be moved. Select the correct numeral to represent 1 to 5, then 1 to 9, objects. Show increased confidence with numbers by spotting errors. Count in irregular arrangements of up to 10 objects. Say the number after any number up to 9. Begin to count beyond 10. Begin to use ordinal numbers. Display mathematical understanding through talk and play, solving simple practical problems

ELG

Say and use number names in order in familiar contexts. (NLC4) Count reliably up to 10 everyday objects. (NLC5) Recognise numerals 1 to 9. (NLC5) Order numbers up to 10. (NLC7) Use developing mathematical ideas and methods to solve practical problems. (NLC8)

L1

Recognise 0 as zero or none when counting and ordering. Read and write the numbers involved. Use maths as an integral part of classroom activities. Use mathematical language when solving practical problems. Begin to use familiar maths language. Recognise, count, order and write numerals up to 20. (NLC9)

Foundation Calculating

FS2

Compare two groups of objects, saying when they have the same number. Respond to the vocabulary involved in addition and subtraction in rhymes and games. (C1)

FS3

Show an interest in number problems. Separate a group of three or four objects in different ways, beginning to recognise that the total is still the same. Use coins in playing shopping. Recognise differences in quantity when comparing sets of objects.

FS4

Sometimes show confidence and offer solutions to problems. Find the total number of items in two groups by counting all of them. Use own methods to solve a problem. Say with confidence the number that is more than a given number. Recognise and name some coins. Find one more or one less from a group of up to 5 objects.

ELG

In practical activities and discussion begin to use vocabulary involved in adding and subtracting. (C6) Use language such as more, less, greater, smaller to compare two numbers or quantities. Find one more or one less than a number from 1 to 10. (C7) Relate addition to combining two groups of objects (C4) and subtraction to "take away". (C5) Use developing mathematical ideas and methods to solve practical problems. (C8)

L1

Add, subtract numbers when solving problems involving up to 10 objects. Use a range of strategies for addition and subtraction, including some mental recall of number bonds. (C9)

Shape, space and measures

FS2 Show an interest in shape and space by playing with shapes or making arrangements with objects. Show awareness of similarities in shapes in the environment. Observe and use positional language. Use size language such as "big" and "little". Talk about the shapes of everyday objects. Compare one object to another according to size or length. Experiment with a range of objects and materials showing some mathematical awareness. (SSM1)

FS3 Show an interest by sustained construction activity or by talking about shapes or arrangements. Use shapes appropriately for tasks. Begin to talk about the shapes of everyday objects. Orders 2 or 3 items by: length, weight, capacity. Copies 2 part patterns. Explore properties of objects and shapes. Use familiar words to describe position, size and measure. Sort or match objects and talk about sorting. (SSM2)

FS4 Make comparisons of position, shape, size, patterns, quantity, length and mass. Sustain interest for the length of time on a pre-decided construction or arrangement. Match some shapes by recognising similarities and orientation. Uses appropriate shapes to make representational models or more elaborate pictures. Shows curiosity and observation by talking about shapes, how they are the same or why some are different. Find items from positional/directional clues. Describe a simple journey. Choose suitable components to make a particular model. Adapt shapes or cut material to size. Select a particular shape. Begin to use mathematical names for solid 3D shapes and flat 2D shapes and mathematical terms to describe shapes. Describe shapes in simple awareness of symmetry. Order 2 or 3 items in order by length or height. Order 2 items by weight or capacity. Beginning to know simple terms relating to time; (morning, night).

ELG Use language such as greater, smaller, heavier or lighter to compare quantities. (SSM7) Talk about, recognise and recreate simple patterns (SSM4). Use language such as circle or bigger to describe the shape and size of solids and flat shapes (SSM6). Use everyday words to describe position (SSM5). Use mathematical ideas and methods to solve problems (SSM8).

L1 Describe positions. Recognise and name 3D shapes and describe their properties. Measure and order objects using direct comparison. Recognise and use a simple pattern or relationship. Represent their work with objects or pictures and discuss it. Logically order everyday events and begin to use the vocabulary of time. Use mathematical language to describe solid (3D) objects and flat (2D) shapes (SSM9).

Numbers as labels & for counting

- Numbers are represented using fingers, marks on paper or pictures. They are encouraged to record in their own way.
- Children select the correct numeral to represent objects.
- Notice and use numbers in play. Eg. Copying car registrations for use on wheeled toys.

Foundation Calculating

- Numbers are used in a practical context.
- Children talk about and make logical deductions about their numbers.

Shape, space and measures

- Children explore shapes in practical situations and talk about the properties.
- They share awareness of shape and space with models, pictures and patterns.
- Children talk about and make comparisons of measure in play situations by filling and emptying containers, making something fit or discussing the order of routine events.