

Mathematics		
	Numbers (11)	Shape, Space and Measure (12)
16-26 months	<p>Knows that things exist, even when out of sight.</p> <p>Beginning to organise and categorise objects, e.g. putting all the teddy bears together or teddies and cars in separate piles.</p> <p>Says some counting words randomly.</p>	<p>Attempts, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles.</p> <p>Uses blocks to create their own simple structures and arrangements.</p> <p>Enjoys filling and emptying containers.</p> <p>Associates a sequence of actions with daily routines.</p> <p>Beginning to understand that things might happen 'now'.</p>
22-36 months	<p>Selects a small number of objects from a group when asked, for example "please give me 1", "please give me 2".</p> <p>Recites some number names in sequence.</p> <p>Creates and experiments with symbols and marks representing ideas of number.</p> <p>Begins to make comparisons between quantities.</p> <p>Uses some language of quantities, such as more and a lot.</p> <p>Knows that a group of things changes in quantity when something is added or taken away.</p>	<p>Notices simple shapes and patterns in pictures.</p> <p>Beginning to categorise objects according to properties such as shape or size.</p> <p>Begins to use the language of size.</p> <p>Understands some talk about the immediate past and future e. g. before, later or soon.</p> <p>Anticipates specific time based events such as meal time or home time.</p>
30 - 50- months	<p>Uses some number names and number language spontaneously.</p> <p>Uses some number names accurately in play.</p> <p>Recites numbers in order to 10.</p> <p>Knows that numbers identify how many objects are in a set.</p> <p>Beginning to represent numbers using fingers, marks on paper or pictures.</p> <p>Sometimes matches numeral and quantity correctly.</p> <p>Shows curiosity about numbers by offering comments or asking questions.</p> <p>Compares 2 groups of objects, saying when they have the same number.</p> <p>Shows an interest in number problems.</p> <p>Separates a group of 3 or 4 objects in different ways beginning to recognise that the total is still the same.</p> <p>Shows an interest in numerals in the environment.</p> <p>Shows an interest in representing numbers.</p> <p>Realises not only objects, but anything can be counted, including steps, claps or jumps.</p>	<p>Shows an interest in shape and space by playing with shapes or making arrangements with objects.</p> <p>Shows awareness of similarities of shapes in the environment.</p> <p>Uses positional language.</p> <p>Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</p> <p>Shows interest in shapes in the environment.</p> <p>Uses shapes appropriately for tasks.</p> <p>Beginning to talk about the shapes of everyday objects e.g. round and tall.</p>

<p>40-60 months</p>	<p>Recognises some numerals of personal significance.</p> <p>Recognises numerals 1-5.</p> <p>Counts up to 3 or 4 objects by saying 1 number name for each item.</p> <p>Counts actions or objects which cannot be moved.</p> <p>Counts objects to 10, and beginning to count beyond 10.</p> <p>Counts out up to 6 objects from a larger group.</p> <p>Selects the correct numeral to represent 1-5 then 1-10 objects.</p> <p>Counts an irregular arrangement of up to 10 objects.</p> <p>Estimates how many objects they can see and checks by counting them.</p> <p>Uses the language of "more" and "fewer" to compare 2 sets of objects.</p> <p>Finds the total number of items in 2 groups by counting all of them.</p> <p>Say the number that is 1 more than a given number.</p> <p>Finds 1 more or 1 less from a group of up to 5 objects, 10 objects.</p> <p>In practical activities and discussion beginning to use the vocabulary involved in adding and subtracting.</p> <p>Records, using marks that they can interpret and explain.</p> <p>Begins to identify own mathematical problems based on own interests and fascinations.</p>	<p>Beginning to use mathematical names for solid 3D shapes and flat 2d shapes and mathematical terms to describe shapes.</p> <p>Selects a particular named shape.</p> <p>Can describe their relative position such as behind or next to.</p> <p>Orders 1 or 2 items by length or by height.</p> <p>Orders 2 items by weight or capacity.</p> <p>Uses familiar objects or common shapes to create and recreate patterns and build models.</p> <p>Uses everyday language related to time.</p> <p>Beginning to use everyday language related to money.</p> <p>Orders and sequences familiar events.</p> <p>Measures short periods of time in simple ways</p>
<p>Early Learning</p>	<p>Children can count reliably with numbers from 1-20, place them in order and say which number is 1 more or 1 less than a given number.</p> <p>Using quantities and objects they add and subtract 2 single digit numbers and count on or back to find the answer.</p> <p>They solve problems, including doubling, halving and sharing.</p>	<p>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>
<p>Excellent</p>	<p>Children estimate a number of objects and check quantities by counting up to 20.</p> <p>They solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups.</p>	<p>Children estimate, measure, weigh and compare and order objects and talk about properties, position and time.</p>