

EYFS Early Learning Goals Mathematical Statements	22 – 36 months	30 – 50 months	40 – 60+ months
<p>M N Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p>	<p>M 4 N Selects a small number of objects from a group when asked, for example, ‘please give me one’, ‘please give me two’.</p> <p>M 4 N Recites some number names in sequence.</p> <p>M 4 N Creates and experiments with symbols and marks representing ideas of number.</p> <p>M 4 N Begins to make comparisons between quantities.</p> <p>M 4 N Uses some language of quantities, such as ‘more’ and ‘a lot’.</p> <p>M 4 N Knows that a group of things changes in quantity when something is added or taken away.</p>	<p>M 5 N Uses some number names and number language spontaneously.</p> <p>M 5 N Uses some number names accurately in play.</p> <p>M 5 N Recites numbers in order to 10.</p> <p>M 5 N Knows that numbers identify how many objects are in a set.</p> <p>M 5 N Beginning to represent numbers using fingers, marks on paper or pictures.</p> <p>M 5 N Sometimes matches numeral and quantity correctly.</p> <p>M 5 N Shows curiosity about numbers by offering comments or asking questions.</p> <p>M 5 N Compares two groups of objects, saying when they have the same number.</p> <p>M 5 N Shows an interest in number problems.</p> <p>M 5 N Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</p> <p>M 5 N Shows an interest in numerals in the environment.</p> <p>M 5 N Shows an interest in representing numbers.</p> <p>M 5 N Realises not only objects, but anything can be counted, including steps, claps or jumps.</p>	<p>M 6 N Recognise some numerals of personal significance.</p> <p>M 6 N Recognises numerals 1 to 5.</p> <p>M 6 N Counts up to three or four objects by saying one number name for each item.</p> <p>M 6 N Counts actions or objects which cannot be moved.</p> <p>M 6 N Counts objects to 10, and beginning to count beyond 10.</p> <p>M 6 N Counts out up to six objects from a larger group.</p> <p>M 6 N Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</p> <p>M 6 N Counts an irregular arrangement of up to ten objects.</p> <p>M 6 N Estimates how many objects they can see and checks by counting them.</p> <p>M 6 N Uses the language of ‘more’ and ‘fewer’ to compare two sets of objects.</p> <p>M 6 N Finds the total number of items in two groups by counting all of them.</p> <p>M 6 N Says the number that is one more than a given number.</p> <p>M 6 N Finds one more or one less from a group of up to five objects, then ten objects.</p> <p>M 6 N In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</p>

			<p>M 6 N Records, using marks that they can interpret and explain.</p> <p>M 6 N Begins to identify own mathematical problems based on own interests and fascinations.</p>
<p>M SSM 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>M 4 SSM Notices simple shapes and patterns in pictures.</p> <p>M 4 SSM Beginning to categorise objects according to properties such as shape or size.</p> <p>M 4 SSM Begins to use the language of size.</p> <p>M 4 SSM Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'.</p> <ul style="list-style-type: none"> M 4 SSM Anticipates specific time-based events such as mealtimes or home time. 	<p>M 5 SSM Shows an interest in shape and space by playing with shapes or making arrangements with objects.</p> <p>M 5 SSM Shows awareness of similarities of shapes in the environment.</p> <p>M 5 SSM Uses positional language.</p> <p>M 5 SSM Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</p> <p>M 5 SSM Shows interest in shapes in the environment.</p> <p>M 5 SSM Uses shapes appropriately for tasks.</p> <p>M 5 SSM Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.</p>	<p>M 6 SSM Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</p> <p>M 6 SSM Selects a particular named shape.</p> <p>M 6 SSM Can describe their relative position such as 'behind' or 'next to'.</p> <p>M 6 SSM Orders two or three items by length or height.</p> <p>M 6 SSM Orders two items by weight or capacity.</p> <p>M 6 SSM Uses familiar objects and common shapes to create and recreate patterns and build models.</p> <p>M 6 SSM Uses everyday language related to time.</p> <p>M SSM Beginning to use everyday language related to money.</p> <p>M 6 SSM Orders and sequences familiar events.</p> <p>M 6 SSM Measures short periods of time in simple ways.</p>