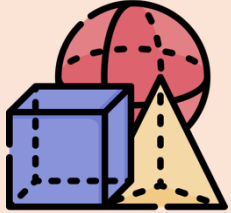


EYFS Development Matters 2020 Statements and ELGs 'Mathematics'



Birth to Three:

Combine objects like stacking blocks and cups. Put objects inside others and take them out again.
Take part in finger rhymes with numbers.
React to changes of amount in a group of up to three items.
Compare amounts, saying 'lots', 'more' or 'same'.
Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.
Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'
Climb and squeeze themselves into different types of spaces.
Build with a range of resources.
Complete inset puzzles.
Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.
Notice patterns and arrange things in patterns.

Three and Four-Year-Olds:

Subitise to 3
Recite numbers past 5.
Say one number for each item in order
Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
Show 'finger numbers' up to 5.
Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
Experiment with their own symbols and marks as well as numerals.
Solve real world mathematical problems with numbers up to 5.
Compare quantities using language: 'more than', 'fewer than'.
Talk about and explore 2D and 3D shapes
Understand position through words alone
Describe a familiar route.
Discuss routes and locations, using words like 'in front of' and 'behind'.
Make comparisons between objects relating to size, length, weight and capacity.
Select shapes appropriately.
Combine shapes to make new ones
Talk about and identifies the patterns around them.
Extend and create ABAB patterns
Notice and correct an error in a repeating pattern.
Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'



Children in Reception:

Count objects, actions and sounds.
Subitise.
Link the number symbol (numeral) with its cardinal number value.
Count beyond ten.
Compare numbers.
Understand the 'one more than/one less than' relationship between consecutive numbers.
Explore the composition of numbers to 10.
Automatically recall number bonds for numbers 0-5 and some to 10.
Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
Continue, copy and create repeating patterns.
Compare length, weight and capacity.



Early Learning Goals:

Number

Have a deep understanding of number to 10, including the composition of each number.
Subitise (recognise quantities without counting) up to 5.
Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

Verbally count beyond 20, recognising the pattern of the counting system.
Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.