What Mathematics looks like in EYFS

Areas of Study	22-36 months	30-50 months	40-60 months & ELG
Numbers	Fast recognition of up to 3 objects, without having to count them individually. ("Subitising"). Recite numbers past 5. Say 1 number for each item in order, 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total. ("cardinal principal"). Show finger numbers up to 5. Link numerals and amounts: for example, show the right number of objects to match the numeral, up to 5. Experiment with their own symbol and marks as well as numbers. Solve real world mathematical problems with numbers up to 5.	Count objects, actions and sounds. Subitice. Link the number symbol (numeral) with its cardinal number value. Count beyond 10. Understand that "one more than/one less than" relationships between consecutive numbers. Automatically recall number bonds for numbers 0-10. Listen carefully and understand why listening is important. (CL)	Have a deep understanding of numbers to 10, including the composition of each number. Subitice, (recognise quantities without counting) up to 5. Automatically recall, (without reference to rhyme, counting or other aids) number bonds up to 5, (including subtraction facts)and some number bonds to 10, including double facts. Verbally count beyond 20, recognising the pattern of the counting system. . Offer explanations about why things might happen (CL) Ask questions to clarify their understanding. (CL)
Measurement	Begin to describe a sequence of events, real or fictional, using words such as "first," "then….." Make comparisons between objects relating to size, length, weight and capacity. Use a wider range of vocabulary (CL) Understand 'Why' questions (CL)	Compare length, weight and capacity. Learn new vocabulary (CL) Listen carefully and understand why listening is important. (CL)	
Geometry	Talk about, and explore 2D and 3D shapes. (for example, circles, triangles and cuboids) using informal and mathematical	Select, rotate and manipulate shapes in order to develop spatial reasoning skills.	

	language: “sides,” “corners,” “straight,” “flat,” “round.” Understand position through word alone – for example, “The bag is under the table,” with no pointing. Select shapes appropriately: flat surface for buildings, a triangular prism for a roof, Combine shapes to make new ones – an arch, a bigger triangle, ect. Talk about an identify patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like “pointy”, “spotty,” “blobs,” ect. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in repeating patterns. Describe a familiar route. Discuss routes and locations using the words like “in front of, “behind.” Use a wider range of vocabulary (CL) Understand ‘Why’ questions (CL)	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. Listen carefully and understand why listening is important. (CL) Learn new vocabulary (CL)	
Statistics	Compare quantities using language, “more than”, “fewer than.” Use a wider range of vocabulary (CL) Understand ‘Why’ questions (CL)	Compare numbers. Explore the composition of numbers to 10 Listen carefully and understand why listening is important. (CL)	Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than/less than or the same as the other quantity.

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