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

- Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').
- Recite numbers past 5.
- Say one 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 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 (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.

- Understand position through words alone – for example, "The bag is under the table," – with no pointing.

- 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: flat surfaces for building, a triangular prism for a roof, etc.
- Combine shapes to make new ones – an arch, a bigger triangle, etc.

- Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.
- Extend and create ABAB patterns – stick, leaf, stick, leaf.
- 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.