
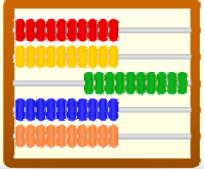
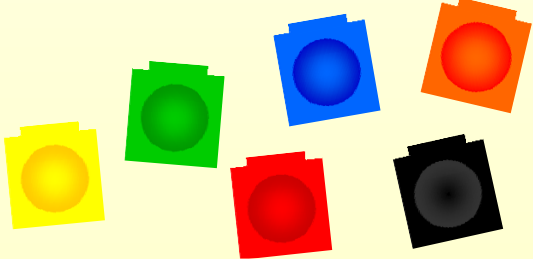





Problem Solving, Reasoning and Numeracy

Age in month	Numbers as labels and for counting	Calculating	Shape, space and measure
30 - 50	<p>Use some number names & number language spontaneously. <i>Show curiosity about numbers by offering comments or asking questions.</i> Use some number names accurately in play. <i>Sometimes match number and quantity correctly.</i> <i>Recognise groups with one, two or three objects.</i></p> <p style="text-align: center;">3 2</p>	<p>Compare two groups of objects, saying when they have the same number. <i>Show an interest in number problems.</i> Separate a group of three or four objects in different ways, beginning to recognise that the total is still the same.</p> <p style="text-align: center;">+ </p>	<p>Show an interest in shape and space by playing with shapes or making arrangements with objects. <i>Show awareness of similarities in shapes in the environment.</i> Observe and use positional language. <i>Are beginning to understand 'bigger than' and 'enough'.</i> Show interest in shape by sustained construction activity or by talking about shapes or arrangements. Use shapes appropriately for tasks. <i>Begin to talk about the shapes of everyday objects.</i></p>
40 - 60+	<p>Recognise some numerals of personal significance. Count up to three or four objects by saying one number name for each item. <i>Count out up to six objects from a larger group.</i> Count actions or objects that cannot be moved. <i>Begin to count beyond 10.</i> <i>Begin to represent numbers using fingers, marks on paper or pictures.</i> Select the correct numeral to represent 1 to 5, then 1 to 9 objects. <i>Recognise numerals 1 to 5.</i> Count an irregular arrangement of up to ten objects. Estimate how many objects they can see and check by counting them. <i>Count aloud in ones, twos, fives or tens.</i> Know that numbers identify how many objects are in a set. <i>Use ordinal numbers in different contexts.</i> Match then compare the number of objects in two sets.</p> <p style="text-align: center;">4 7 0 5</p>	<p>Find the total number of items in two groups by counting all of them. <i>Use own methods to work through a problem.</i> Say the number that is one more than a given number. <i>Select two groups of objects to make a given total of objects.</i> <i>Count repeated groups of the same size.</i> Share objects into equal groups and count how many in each group.</p> <p style="text-align: center;"></p> <p style="text-align: center;"></p>	<p>Show curiosity about and observation of shapes by talking about how they are the same or different. <i>Match some shapes by recognising similarities and orientation.</i> Begin to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. <i>Select a particular named shape.</i>   <i>Show awareness of symmetry.</i>  Find items from positional or directional clues. <i>Order two or three items by length or height.</i> Order two items by weight or capacity. Match sets of objects to numerals that represent the number of objects. <i>Sort familiar objects to identify their similarities and differences, making choices and justifying decisions.</i> Describe solutions to practical problems, drawing on experience, talking about own ideas, methods and choices. <i>Use familiar objects and common shapes to create and recreate patterns and build models.</i> Use everyday language related to time; order and sequence familiar events, and measure short periods of time with a non-standard unit, for example, with a sand timer. Count how many objects share a particular property, presenting results using pictures, drawings or numerals.</p>



Count how many objects share a particular property, presenting results using pictures, drawings or numerals.

Early Learning Goals

*Say and use number names in order in familiar contexts.
Count reliably up to ten everyday objects.
Recognise numerals 1 to 9.
Use developing mathematical ideas and methods to solve practical problems.*

*In practical activities and discussion, begin to use the vocabulary involved in adding & subtracting.
Use language such as 'more' or 'less' to compare two numbers.
Find one more or one less than a number from one to ten.
Begin to relate addition to combining two groups of objects and subtraction to taking away.*

*Use language such as 'greater', 'smaller', 'heavier' or 'lighter' to compare quantities.
Talk about, recognise and recreate simple patterns.
Use language such as 'circle' or 'bigger' to describe the shape and size of solids and flat shapes.
Use everyday words to describe position.*

