Mathematics: EYFS Nursery

Birth – 3 Year Olds	3 – 4 Year Olds
I can combine objects like stacking blocks or cups. • I can put objects inside others and take them out again. **I can take part in finger rhymes with numbers.** • I can sing rhymes which involve hiding and returning, e.g., Two Little Dicky Birds. **I can react to changes of amounts in a group of up to three items.** **I can compare amounts, saying 'lots', 'more' or 'same'.** **I display counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.** **I count in everyday contexts, sometimes skipping numbers, e.g., 1-2-3-5.** **I can climb and squeezing myself into different types of spaces.** • I can use spatial words like 'on top of', 'up', 'down' and 'through'. **I can build with a range of resources.** **I can complete inset puzzles.** **I can compare sizes, weights, etc. using gesture and language, e.g., 'bigger/smaller/little', 'high/low', 'tall', 'heavy', etc.** **I notice patterns and arrange things in patterns.** • I am beginning to use language such as 'repeated' and 'the same'.	**I can recall fast recognition of up to three objects, without having to count them individually (subitising).** **I can recite numbers past five.** **I can say one number for each item in order: 1-2-3-4-5.** **I know that the last number reached when counting a small set of objects tells me how many there are in total (cardinal principle).** **I can show 'finger numbers' up to 5.** **I can link numerals and amounts. For example, showing the right number of objects to match the numeral, up to five.** **I can experiment with my own symbols and marks as well as numerals.** **I can solve real world mathematical problems with numbers up to five.** **I can compare quantities using language: 'more than' and 'fewer than'.** **I can 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', etc.** **I understand position through words alone with no pointing.** • I can use spatial words, including: 'in', 'on', 'under', 'up', 'down', 'besides' and 'between'. **I can describe a familiar route.** **I can discuss routes and locations, using words like 'in front of' and 'behind'.** **I can make comparisons between objects realting to size, length, weight and capacity.** **I can select shapes appropriately, e.g., flat surfaces for building, a triangular prism for a roof, etc.** **I can combine shapes to make new ones.** **I can talk about and identify patterns around me, using informal language such as: 'pointy', 'spotty', 'blobs', etc.** **I can extend and create ABAB patterns.** **I can notice and correct an error in a repeating pattern.** **I can begin to describe a sequence of events using words such as 'first', 'then', etc.**

Mathematics: EYFS Reception

Reception

I can count objects, actions and sounds.

- I can say numbers in order and matching one number name to each item.
- I can say how many there are after counting – cardinal counting principle.
- I can say how many there might be before I count.
- I can count out a smaller number from a larger group.
- I can sing counting songs and rhymes and listen to stories about numbers and counting.

I can subitise up to 5.

- I can put objects into fives frames and then tens frames to begin to familiarise with the tens structure of the number system.
- I can subitise first when enumerating groups of up to 4 or 5 items.
- I can show a number of fingers 'all at once', without counting.

I can link the number symbol (numeral) with its cardinal number value.

I can count beyond ten.

I can compare numbers.

- I can use vocabulary: 'more than', 'less than', 'fewer', 'the same as', 'equal to', etc.

I can understand the 'one more than / one less than' relationship between consecutive numbers.

I can explore the composition of numbers up to 10.

I can recall all number bonds up to 5 and some number bonds up to 10.

I can select, rotate and manipulate shapes in order to develop spatial reasoning skills.

I can compose and decompose shapes and recognise that a shape can have shapes within it, just as numbers can.

I can continue, copy and create repeating patterns.

- I can make patterns with varying rules (AB, ABB, ABBC)
- I can spot a mistake in a pattern and fix it.

I can compare length, weight and capacity.