

<b>Reception EYFS Maths Name:</b>			
<b>40-60 Number</b>			
Recognise some numerals of personal significance. Recognises numerals 1 to 5.			
• Counts up to three or four objects by saying one number name for each item.			
• Counts actions or objects which cannot be moved.			
• Counts objects to 10, and beginning to count beyond 10.			
• Counts out up to six objects from a larger group.			
• Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.			
• Counts an irregular arrangement of up to ten objects.			
• Estimates how many objects they can see and checks by counting them.			
• Uses the language of 'more' and 'fewer' to compare two sets of objects.			
• Finds the total number of items in two groups by counting all of them.			
• Says the number that is one more than a given number.			
• Finds one more or one less from a group of up to five objects, then ten objects.			
• In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.			
• Records, using marks that they can interpret and explain.			
• Begins to identify own mathematical problems based on own interests and fascinations.			
<b>ELG Number</b> Children count reliably with numbers 1 - 20, place them in order & say which number is one more/one less than a number.			
Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.			
They solve problems, including doubling, halving and sharing.			
<b>GDS Number</b> Children estimate a number of objects and check quantities by counting up to 20.			
They solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups.			
<b>40-60 Shape, Space &amp; Measure</b>			
Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.			
• Selects a particular named shape.			
• Can describe their relative position such as 'behind' or 'next to'.			
• Orders two or three items by length or height.			
• Orders two items by weight or capacity.			
• Uses familiar objects and common shapes to create and recreate patterns and build models.			
• Uses everyday language related to time.			
• Beginning to use everyday language related to money.			
• Orders and sequences familiar events.			
<b>ELG Shape, Space &amp; Measure</b>			
Children use everyday language to talk about size, weight, capacity, position, distance, time & money to compare quantities & objects & to solve problems.			
They recognise, create and describe patterns.			
They explore characteristics of everyday objects and shapes and use mathematical language to describe them.			
<b>GDS Shape, Space &amp; Measure</b>			
Children estimate, measure, weigh and compare and order objects.			
They talk about properties, position and time.			