

Early Learning Goals

Number

Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given 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.

Shape, Space & Measure

Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

About the Objectives & Early Learning Goals

The Early Learning Goals are the key skills that the majority of children should have by the end of Reception.

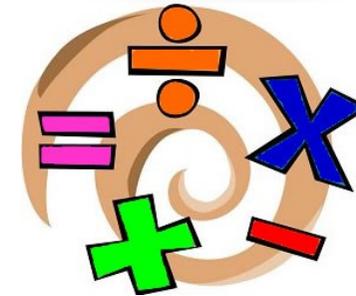
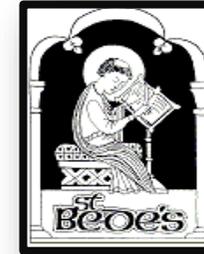
The objectives are the steps the children will take along the way in order to achieve the Early Learning Goals.

Some objectives are harder than they seem, e.g. children may be able to count to a large number, but may not be able to recognise given numbers or count on from them.

By the end of Reception, we want most children to be secure in these Early Learning Goals.



St Bede's Catholic Infant & Nursery School



Foundation Stage
Maths Objectives

A Booklet for Parents

Maths

By the end of Reception,
most children should be secure in the following objectives...

30 – 50 months	40 – 60 months
Number	Number
<i>I can use some number names and number language spontaneously</i>	<i>I can recognise some numerals of personal significance</i>
<i>I can use some number names accurately in play</i>	<i>I can recognise numerals 1 to 5</i>
<i>I can recite numbers in order to 10</i>	<i>I can count up to three or four objects by saying one number name for each item</i>
<i>I know that numbers identify how many objects are in a set</i>	<i>I can count actions or objects which cannot be moved</i>
<i>I am beginning to represent numbers using fingers, marks on paper or pictures</i>	<i>I can count objects to 10, and begin to count beyond 10</i>
<i>I can sometimes match numeral and quantity correctly</i>	<i>I can count out up to six objects from a larger group</i>
<i>I show curiosity about numbers by offering comments or asking questions</i>	<i>I can select the correct number to represent 1 to 5, then 1 to 10 objects</i>
<i>I can compare two groups of objects, saying when they have the same number</i>	<i>I can count an irregular arrangement of up to ten objects</i>
<i>I show an interest in number problems</i>	<i>I can estimate how many objects they can see and check by counting them</i>
<i>I can separate a group of three or four objects in different ways, beginning to recognise that the total is still the same</i>	<i>I can use the language of 'more' or 'fewer' to compare two sets of objects</i>
<i>I show an interest in numerals in the environment</i>	<i>I can find the total number of items in two groups by counting all of them</i>
<i>I show an interest in representing numbers</i>	<i>I can say the number that is one more than a given number</i>
<i>I realise that not only objects but anything can be counted, including steps, claps or jumps</i>	<i>I can find one more or one less from a group of up to five objects, then ten objects</i>
Shape, Space and Measures	<i>In practical activities and discussion I am beginning to use the vocabulary involved in adding and subtracting</i>
<i>I show an interest in shape and space by playing with shapes or making arrangements with objects</i>	<i>I can record using marks that I can interpret and explain</i>
<i>I show awareness of similarities of shapes in the environment</i>	<i>I am beginning to identify own mathematical problems based on my interests and fascinations</i>
<i>I can use positional language</i>	Shape, Space and Measures
<i>I show interest in shape by sustained construction activity or by talking about shapes or arrangements</i>	<i>I am beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes</i>
<i>I show interest in shapes in the environment</i>	<i>I can select a particular named shape</i>
<i>I am beginning to talk about the shapes of everyday objects eg 'round', 'tall'</i>	<i>I can describe their relative position such as 'behind' or 'next to'</i>
	<i>I can order two or three items by length or height</i>
	<i>I can order two items by weight or capacity</i>
	<i>I can use familiar objects and common shapes to create and recreate patterns and build models</i>
	<i>I can use everyday language related to time</i>
	<i>I am beginning to use everyday language related to money</i>
	<i>I can order and sequence familiar events</i>
	<i>I can order and sequence familiar events</i>
	<i>I can measure short periods of time in simple ways</i>