

EYFS DEVELOPMENT BANDS & EARLY LEARNING GOALS

16 - 26 months	<p>Numbers</p> <ul style="list-style-type: none"> • Knows that things exist, even when out of sight • Beginning to organise and categorise objects, eg. putting all the teddy bears together or teddies and cars in separate piles • Says some counting words randomly 	<p>Shape, Space and Measure</p> <ul style="list-style-type: none"> • Attempts, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles • Uses blocks to create their own simple structures and arrangements • Enjoys filling and emptying containers • Associates a sequence of actions with daily routines • Beginning to understand that things might happen 'now'
22 - 36 months	<p>Numbers</p> <ul style="list-style-type: none"> • Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two' • Recites some number names in sequence • Creates and experiments with symbols and marks representing ideas of number • Begins to make comparisons between quantities • Uses some language of quantities, such as 'more' and 'a lot' • Knows that a group of things changes in quantity when something is added or taken away 	<p>Shape, Space and Measure</p> <ul style="list-style-type: none"> • Notices simple shapes and patterns in pictures • Beginning to categorise objects according to properties such as shape or size • Begins to use the language of size • Understands some talk about immediate past and future, eg. 'before', 'later' or 'soon' • Anticipates specific time-based events such as mealtimes or home time
30 - 50 months	<p>Numbers</p> <ul style="list-style-type: none"> • Uses some number names and number language spontaneously • Uses some number names accurately in play • Recites numbers in order to 10 • Knows that numbers identify how many objects are in a set • Beginning to represent numbers using fingers, marks on paper or pictures • Sometimes matches numeral and quantity correctly • Shows curiosity about numbers by offering comments or asking questions • Compares two groups of objects, saying when they have the same number • Shows an interest in number problems • Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same • Shows an interest in numerals in the environment • Shows an interest in representing numbers • Realises not only objects, but anything can be counted, including steps, counts or jumps 	<p>Shape, Space and Measure</p> <ul style="list-style-type: none"> • Shows an interest in shape and space by playing with shapes or making arrangements with objects • Shows awareness of similarities of shapes in the environment • Uses positional language • Shows interest in shapes in the environment • Uses shapes appropriately for tasks • Beginning to talk about the shapes of everyday objects, eg. 'round' and 'tall'
40 - 60+ months	<p>Numbers</p> <ul style="list-style-type: none"> • 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 	<p>Shape, Space and Measure</p> <ul style="list-style-type: none"> • 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

	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Orders and sequences familiar events • Measures short periods of time in simple ways
<p>Early Learning Goals</p>	<p>Numbers ELG</p> <ul style="list-style-type: none"> • Children count reliably with numbers from 1 - 20 • Order numbers from 1 - 20 • Say which is one more than a given number • Say which is one less than a given number • Add two single-digit numbers using quantities and objects • Subtract two single-digit numbers using quantities and objects • Count on or back to add or subtract two single-digit numbers • Solve problems, including doubling, halving and sharing 	<p>Shape, Space and Measure ELG</p> <ul style="list-style-type: none"> • Use everyday language to talk about size, weight, capacity, position, distance, time and money • Compare quantities and objects • Solve measures problems • Recognise, create and describe patterns • Explore characteristics of everyday objects and shapes • Use mathematical language to describe them