

# EYFS Maths Objectives

(Taken from Development Matters in the EYFS 2012)

Specific Area	Mathematics	
	Numbers (N)	Shape, space and measure (SMM)
30 – 50 months	<ol style="list-style-type: none"> <li>1. Uses some number names and number language spontaneously.</li> <li>2. Uses some number names accurately in play.</li> <li>3. Recites numbers in order to 10.</li> <li>4. Knows that numbers identify how many objects are in a set.</li> <li>5. Beginning to represent numbers using fingers, marks on paper or pictures.</li> <li>6. Sometimes matches numeral and quantity correctly.</li> <li>7. Shows curiosity about numbers by offering comments or asking questions.</li> <li>8. Compares two groups of objects, saying when they have the same number.</li> <li>9. Shows an interest in number problems.</li> <li>10. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</li> <li>11. Shows an interest in numerals in the environment.</li> <li>12. Shows an interest in representing numbers.</li> <li>13. Realises not only objects, but anything can be counted, including steps, claps or jumps.</li> </ol>	<ol style="list-style-type: none"> <li>1. Shows an interest in shape and space by playing with shapes or making arrangements with objects.</li> <li>2. Shows awareness of similarities of shapes in the environment.</li> <li>3. Uses positional language.</li> <li>4. Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</li> <li>5. Shows interest in shapes in the environment.</li> <li>6. Uses shapes appropriately for tasks.</li> <li>7. Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.</li> </ol>
40 – 60+ months	<ol style="list-style-type: none"> <li>14. Recognise some numerals of personal significance.</li> <li>15. Recognises numerals 1 to 5.</li> <li>16. Counts up to three or four objects by saying one number name for each item.</li> <li>17. Counts actions or objects which cannot be moved.</li> <li>18. Counts objects to 10, and beginning to count beyond 10.</li> <li>19. Counts out up to six objects from a larger group.</li> <li>20. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</li> <li>21. Counts an irregular arrangement of up to ten objects.</li> <li>22. Estimates how many objects they can see and checks by counting them.</li> <li>23. Uses the language of 'more' and 'fewer' to compare two sets of objects.</li> <li>24. Finds the total number of items in two groups by counting all of them.</li> <li>25. Says the number that is one more than a given number.</li> <li>26. Finds one more or one less from a group of up to five objects, then ten objects.</li> <li>27. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</li> <li>28. Records, using marks that they can interpret and explain.</li> <li>29. Begins to identify own mathematical problems based on own interests and fascinations.</li> </ol>	<ol style="list-style-type: none"> <li>8. Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</li> <li>9. Selects a particular named shape.</li> <li>10. Can describe their relative position such as 'behind' or 'next to'.</li> <li>11. Orders two or three items by length or height.</li> <li>12. Orders two items by weight or capacity.</li> <li>13. Uses familiar objects and common shapes to create and recreate patterns and build models.</li> <li>14. Uses everyday language related to time.</li> <li>15. Beginning to use everyday language related to money.</li> <li>16. Orders and sequences familiar events.</li> <li>17. Measures short periods of time in simple ways.</li> </ol>
ELGs	<ol style="list-style-type: none"> <li>1. Children count reliably with numbers from 1 to 20.</li> <li>2. They place them in order.</li> <li>3. They say which number is one more or one less than a given number.</li> <li>4. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.</li> <li>5. They solve problems, including doubling, halving and sharing.</li> </ol>	<ol style="list-style-type: none"> <li>1. Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</li> <li>2. They recognise, create and describe patterns.</li> <li>3. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</li> </ol>