



End of term expectations for maths in EYFS

Nursery

<u>End of Autumn Term</u>	<u>End of Spring Term</u>	<u>End of Summer Term</u>
Joins in with finger rhymes with numbers Notices amounts of objects/ images or sounds have change (up to 3) Compare amounts saying lots, more or same Develop counting like behaviour, pointing or saying some numbers in sequence Counting in everyday contexts, sometimes skipping numbers 1-2-3-5 Start reciting numbers to 5 With support, show numbers with finger to 5 Can select a small number of objects from a group when asked e.g. give me two Understand language such as more and less	Recognises two objects without counting Say one number for each item up to 3 Link numerals and amounts, showing the right number of objects to match the numeral to 3 Show finger numbers to 3 without support Show finger numbers to 5 with support Recite numbers to 5 Experiment with their own symbols and marks Sometimes uses language such as more and less Starts to understand with support that the last number reached when counting a group of objects tells you how many there are in total	Recite numbers without support past 5 Say one number for each item in order to 5 Develops fast recognition of up to 3 objects without having to count them (subitise) Link numerals and amounts, showing the right number of objects to match the numeral to 5 Show finger numbers to 5 without support Recite numbers past 5 Experiment with their own symbols and marks as well as starting to form numerals. Correctly uses language such as more and less. Increasing understanding of cardinality Recognises some numbers in the environment
<u>Shape, space and measures</u> Notice patterns and arrange things in patterns Use informal language such as spotty, pointy Complete inset puzzles Build with a range of resources	<u>Shape, space and measures</u> As Autumn plus Use the language of shapes e.g. squares, circles, rectangles sometimes correctly. Use positional language such as under, down etc..	<u>Shape, space and measures</u> As Spring plus Use the language of shapes e.g. squares, circles, rectangles with increased accuracy. Can use some mathematical language such as side, corner, straight, flat and round

Use spatial language such as up, on top of, under Understand language such as more and less Fill and empty containers	Extend and create ABAB patterns – stick, leaf, stick, leaf Can talk about yesterday and tomorrow Fill and empty containers and link some language	Understand positional language such as under, down, next to without pointing or gestures Beginning to describe a sequence of events sometimes using the language first, then, after...
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Reception

<u>End of Autumn Term</u>	<u>End of Spring Term</u>	<u>End of Summer Term</u>
Count objects, actions and sounds up to ten and begin to count beyond ten Count out up to five objects from a larger group. Saying a number name for each object and knowing the cardinal number. Link numerals and amounts to show the right number of objects to match the numeral to five To subitise objects, pictures and patterns up to 3 Understand the concept of one more than and one less than to 5 I can count an irregular arrangement of up to ten objects I can recognise some numbers of personal significance Begin to understand the composition of number to five	To subitise objects, pictures and patterns up to 6 Link numerals and amounts to show the right number of objects to match the numeral to ten Count out up to ten objects from a larger group. Saying a number name for each object and knowing the cardinal number. Understand the concept of one more than and one less than to 10 I can use the language of more than and fewer than when comparing two groups of objects. Begin to use the language of addition and subtraction. Find the total number of objects in two groups by counting all or taking away	As Spring Term plus..... Verbally count beyond 20 Link numerals and amounts to show the right number of objects to match the numeral to twenty Understand the composition of number to 10 and link this to being able to recall some number bonds to ten. Find the total number of objects in two groups by counting on and back Know what doubling is and be able to recall some doubles to ten. Identify which numbers are odd and which are even within ten Compare quantities up to ten in different contexts, recognising when there is more, less or the same amount as the other quantity.

	Understand the composition of number to 5 and link this to being able to recall number bonds to five. Begin to understand the composition of number to 10 Start to link their understanding of numbers to odd and even numbers.	
<u>Shape, Space, Measure</u> Talk about the routine of the day and use language such as before and after Select, rotate and manipulate shapes to develop special reasoning skills (a triangle remains a triangle in any rotation) Compose and decompose shapes (new shapes can be formed by adding shapes together) Continue, copy and create repeating patterns Compare weight, capacity and length Identify shapes in the environment	<u>Shape, Space, Measure</u> Creates and continues patterns without support	<u>Shape, Space, Measure</u> Telling the time to o'clock, exploring patterns with numbers Identify money start to use money in play.