



Development Matters - Age and Stage (EYFS 2012)		Numeracy: Number / Shape, Space and measure Continuous Provision		Look, listen and note
<p>Emerging:</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'. (N 22-36) • Recites some number names in sequence. (N 22-36) • Creates and experiments with symbols and marks representing ideas of number. (N 22-36) • Begins to make comparisons between quantities. (N 22-36) • Uses some language of quantities, such as 'more' and 'a lot'. (N 22-36) • Knows that a group of things changes in quantity when something is added or taken away. (N 22-36) • Notices simple shapes and patterns in pictures. (SSM 22-36) • Beginning to categorise objects according to properties such as shape or size. (SSM 22-36) • Begins to use the language of size. (SSM 22-36) • Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'. (SSM 22-36) • Anticipates specific time-based events such as mealtimes or home time. (SSM 22-36) • Understands use of objects (e.g. "What do we use to cut things?") (CL 30-50) • Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. (CL 30-50) • Responds to simple instructions, e.g. to get or put away an object. (CL 30-50) • Can select and use activities and resources with help. (PSED 30-50) • Welcomes and values praise for what they have done. (PSED 30-50) • Enjoys responsibility of carrying out small tasks. (PSED 30-50) <p>Single channelled attention. Can shift to a different task if attention fully obtained – using child's name helps focus. (CLL 30-50)</p> <p>Expected:</p> <p>Initiates conversations, attends to and takes account of what others say. (PSED 40-60+)</p> <ul style="list-style-type: none"> • Explains own knowledge and understanding, and asks appropriate questions of others. (PSED 40-60+) • Maintains attention, concentrates and sits quietly during appropriate activity. (CL 40-60+) • Two-channelled attention - can listen and do for short span. (CL 40-60+) • Handles tools, objects, construction and malleable materials safely and with increasing control. (PD 40-60+) • Shows a preference for a dominant hand. (PD 40-60+) • Begins to use anticlockwise movement and retrace vertical lines. (PD 40-60+) • Recognise some numerals of personal significance. (M 40-60+) • Recognises numerals 1 to 5. (M 40-60+) • Counts up to three or four objects by saying one number name for each item. (M 40-60+) • Counts actions or objects which cannot be moved. (M 40-60+) • Counts objects to 10, and beginning to count beyond 10. (M 40-60+) • Counts out up to six objects from a larger group. (M 40-60+) <ul style="list-style-type: none"> • Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. (M 40-60+) • Counts an irregular arrangement of up to ten objects. (M 40-60+) • Estimates how many objects they can see and checks by counting them. (M 40-60+) • Uses the language of 'more' and 'fewer' to compare two sets of objects. (M 40-60+) • Finds the total number of items in two groups by counting all of the• Says the number that is one more than a given number. (M 40-60+) • Finds one more or one less from a group of up to five objects, then ten objects. (M 40-60+) • In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. (M 40-60+) • Records, using marks that they can interpret and explain. (M 40-60+) • Begins to identify own mathematical problems based on own interests and fascinations. (M 40-60+) • Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. (M 40-60+) • Selects a particular named shape. (M 40-60+) • Can describe their relative position such as 'behind' or 'next to'. (M 40-60+) • Orders two or three items by length or height. (M 40-60+) • Orders two items by weight or capacity. (M 40-60+) • Uses familiar objects and common shapes to create and recreate patterns and build models. (M 40-60+) • Uses everyday language related to time. (M 40-60+) • Beginning to use everyday language related to money. (M 40-60+) • Orders and sequences familiar events. (M 40-60+) • Measures short periods of time in simple ways. (M 40-60+) • Looks closely at similarities, differences, patterns and change. (UTW 40-60+) • Completes a simple program on a computer. (UTW 40-60+) • Uses ICT hardware to interact with age-appropriate computer software. (UTW 40-60+) <p>Exceeding:</p> <ul style="list-style-type: none"> • Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. (N ELG) • Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. (N ELG) • They solve problems, including doubling, halving and sharing. (N ELG) • Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. (SMM ELG) • They recognise, create and describe patterns. (SMM ELG) • They explore characteristics of everyday objects and shapes and use mathematical language to describe them. (SMM ELG) 		<p>Adults support and challenge children's learning and thinking through observation, participation, guided group work and role modelling. Children experience a range of mathematics opportunities daily as a whole class, in small groups or one to one.</p>		<ul style="list-style-type: none"> • children using number names correctly • children sorting objects and the categories they use • children counting correctly • children recognising and creating patterns. • children adding and taking away • children identifying more/fewer • use of mathematical language • children playing games well together, sharing and agreeing rules children forming numbers correctly
		Effective Practice	Permanent resources	
		<p><u>Adults to introduce vocabulary (use of words, symbols and signs) e.g.-</u></p> <p>More, less, bigger, smaller, longer, taller, shorter, higher, lower, fewer, full, empty, heavy, light, too much, little, same, different, balance, measure, weigh, add, take away, all together, names of numbers, shapes, days, months of year, coins, round, flat, straight, curvy, edge, 2D, 3D, time, before, after, next, later, after that, then, fewer, fit</p> <p><u>Adults to ask simple questions to extend learning e.g.-</u></p> <p>How much more do you have? How many bears are there? Which one is the heaviest? Who is taller? Shorter? Can you make a pattern? Which number is missing? Which shape has more sides? What 2D/3D shape is this? How many do we have altogether? Tell me about... What pattern can you see? What is one more? One less?</p>	<p>Jigsaws, Multilink, Sorting equipment, Number lines, tracks and squares, Washing line, Plastic/magnetic numbers, Number rhymes and songs (CD/tape), Peg boards, Abacus, Clocks, Calculators, Sand timers, Scales, Shapes (2D and 3D), Number and information books, Beads, cotton reels, threading, Measuring containers, Transportable maths box, Real coins, Notepads and pens, Clip boards, Catalogues, Games – track, dice, matching, sorting, colour, shape, size, dominoes, card games, Calendars, diaries, telephone directories. Plus other resource enhancements throughout the year.</p>	



Intended Experiences	Characteristics of Effective Learning		
<ul style="list-style-type: none"> ➤ Develop self-esteem, confidence and the ability to self-organise. ➤ Share and use equipment, work co-operatively and with respect. ➤ Make choices, listen, respond and communicate ideas. ➤ Have opportunities to develop ability to count. ➤ Opportunities to recognise and order numbers 1 to 9. ➤ Play mathematical games, developing their ability to form good relationships with peers and develop mathematical skills through games. ➤ Begin to recognise 2D shapes and 3D solids, and use their names in familiar contexts. ➤ Positive and enjoyable mathematical experiences. ➤ Exploring addition, subtraction and writing numbers. ➤ Enhanced provision; resources to be added linked to current topic and children's interests. 	<p><u>Unique Child</u> <u>Playing and Exploring (engagement)</u></p> <ul style="list-style-type: none"> • Pretending objects are things from their experience. • Representing their experiences in play • Taking a role in their play. • Acting out experiences with other people. • Initiating activities. 	<p><u>Positive Relationships</u> <u>Playing and Exploring (engagement)</u></p> <ul style="list-style-type: none"> • Play with children. Encourage them to explore, and show your own interest in discovering new things. • Join in play sensitively, fitting in with children's ideas. • Model pretending an object is something else and help develop roles and stories. • Pay attention to how children engage in activities – the challenges faced, the effort, thought, learning and enjoyment. • Talk more about the process than products. 	<p><u>Enabling Environments</u> <u>Playing and Exploring (engagement)</u></p> <ul style="list-style-type: none"> • Make sure resources are relevant to children's interests • Help children concentrate by limiting noise, and making spaces visually calm and orderly. • Ensure children have uninterrupted time to play and explore
	<p><u>Active Learning (motivation)</u></p> <ul style="list-style-type: none"> • Maintaining focus on their activity for a period of time. • Showing high levels of energy, fascination, not easily distracted. • Paying attention to details. 	<p><u>Active Learning (motivation)</u></p> <ul style="list-style-type: none"> • Stimulate children's interest through shared attention, and calm over-stimulated children. • Encourage children to learn together and from each other. 	<p><u>Active Learning (motivation)</u></p> <ul style="list-style-type: none"> • Ensure children have time and freedom to become deeply involved in activities • Keep significant activities out instead of routinely tidying them away
	<p><u>Creating & Thinking Critically (thinking)</u></p> <ul style="list-style-type: none"> • Thinking of ideas. • Making links and noticing patterns in their experience. 	<p><u>Creating & Thinking Critically (thinking)</u></p> <ul style="list-style-type: none"> • Value questions, talk, and many possible responses, without rushing toward answers too quickly. • Support children's interests over time, reminding them of previous approaches and encouraging them to make connections between their experiences. 	<p><u>Creating & Thinking Critically (thinking)</u></p> <ul style="list-style-type: none"> • Plan linked experiences that follow the ideas children are really thinking about

