



Mathematics - Number



30-50months

- 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, claps or jumps.

Ideas to support learning

- **Use number names in everyday context and encourage this in play.**
- **Value children's mark making and ask them to explain it to you.**
- **Compare sets of different objects with the same value e.g. I have 4 carrots and you have 4 fish fingers.**
- **Play games that involve counting e.g. skittles, tiddly winks, snap, dice games...etc.**
- **Sing number songs e.g. 5 little speckled frogs, 5 current buns, 10 green bottles, 10 fat sausages...etc.**





40-60+ months

- 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.
- 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.



Ideas to support learning

- **Practice 'careful counting' at home** e.g. counting sweets, cups, books, pocket money ...etc.
- **Practice 'careful counting' in the environment** e.g. counting red cars, how many lamp posts we see on our way to school...etc.
- **Give a reason for counting** e.g. counting candles for a birthday cake.
- **Play games that involve numbers** e.g. snakes and ladders, bingo, board games.
- **Look for numbers in the environment** e.g. door numbers, number plates, remote control.
- **Value children's mark making and ask them to explain it to you.**

Early Learning Goal

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. 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.