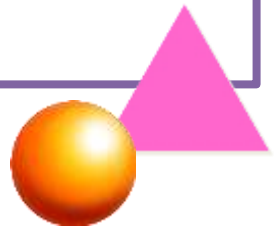
Mathematics – Shape, Space and Measure

30-50months

- 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 shape by sustained construction activity or by talking about shapes or arrangements
- Shows interest in shapes in the environment
- Uses shapes appropriately for tasks
- Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'

Ideas to support learning

- Demonstrate the language for shape, position and measures in discussions, e.g. sphere, shape, box, in, on inside, under, long, longer, longest, short, shorter, shortest, heavy, light, full, empty
- Find out and use equivalent terms for these in home languages
- Encourage children to talk about the shapes they see and use and how they are arranged and used in constructions
- Value children's constructions, e.g. helping to display them or taking photographs of them



40-60+ months

- 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
- Orders and sequences familiar evets
- Measures short periods of time in simple ways

Ideas to support learning

- Ask 'silly' questions, e/g/ show a tiny box and ask if there is a bicycle in it
- Play peek-a-boo, revealing shapes a little at a time ad at different angles, asking children to say what they think the shape is, what else it could be or what it could not be
- Be a robot and ask children to give you instructions to get to somewhere. Let them have a tur at being the robot for you to instruct
- Introduce children to the use of mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and the mathematical terms to describe shapes
- Encourage children to use everyday words to describe position, e.g. when following pathways or playing with outdoor apparatus

Early Learning Goal

Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.