

Maths- EYFS Development Matters

Birth to Three

Mathematics
<ul style="list-style-type: none">Combine objects like stacking blocks and cups. Put objects inside others and take them out again.
<ul style="list-style-type: none">Take part in finger rhymes with numbers.React to changes of amount in a group of up to three items.
<ul style="list-style-type: none">Compare amounts, saying 'lots', 'more' or 'same'.Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.
<ul style="list-style-type: none">Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'
<ul style="list-style-type: none">Climb and squeeze themselves into different types of spaces.Build with a range of resources.Complete inset puzzles.
<ul style="list-style-type: none">Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.
<ul style="list-style-type: none">Notice patterns and arrange things in patterns.

Three and Four Year olds

Mathematics
<ul style="list-style-type: none">Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').Recite numbers past 5.Say one number for each item in order: 1,2,3,4,5.Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').Show 'finger numbers' up to 5.Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
<ul style="list-style-type: none">Experiment with their own symbols and marks as well as numerals.Solve real world mathematical problems with numbers up to 5.Compare quantities using language: 'more than', 'fewer than'.
<ul style="list-style-type: none">Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'.
<ul style="list-style-type: none">Understand position through words alone – for example, "The bag is under the table," – with no pointing.
<ul style="list-style-type: none">Describe a familiar route.Discuss routes and locations, using words like 'in front of' and 'behind'.
<ul style="list-style-type: none">Make comparisons between objects relating to size, length, weight and capacity.
<ul style="list-style-type: none">Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.Combine shapes to make new ones – an arch, a bigger triangle etc.
<ul style="list-style-type: none">Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.Extend and create ABAB patterns – stick, leaf, stick, leaf.Notice and correct an error in a repeating pattern.Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'