

Foundation Stage Early Learning Goals Mathematics

Numbers

	The child recites the number names in sequence, counting to, or backwards from, at least 10. This does not require counting showing 1:1 correspondence.
	The child consistently recognises numerals from 1 to 9 in a range of contexts.
	The child counts up to ten objects and counts out or takes a specified number of things from a larger collection of objects showing reliable 1:1 correspondence.
	The child arranges in order a complete set of number from 1 to 10.
	The child solves or attempts to solve problems including doubling, halving and sharing
	The child has a secure understanding of numbers to 20, counting objects and recognising and writing numbers accurately. There may be an occasional reversal of numerals or two-digit numbers, but the child is developing a good understanding of place value. He or she is able to order numbers to 20, and demonstrate an understanding of numbers to 20, by using and applying them in practical contexts and problem solving.
	The child finds how many there are in two groups by combining and counting them.
	Using everyday objects, the child says how many are left when some are eaten, taken away or hidden by counting them, taking some away and then counting those that are left.
	In practical contexts the child understands and begins to use vocabulary involved in addition and subtraction, such as 'add', 'take away', 'makes', 'equals' etc.
	The child is able to find one more or fewer in practical contexts. He or she can talk about 'more' or 'less'.

Shape, Space and Measure (SSM)

	The child recognises and is able to describe simple patterns. Using a range of media and resources the child makes simple patterns. They may also spot patterns experienced in the environment. <i>Child needs to have opportunities to observe and make patterns, e.g. threading activities, printing with cut fruit/vegetables, creating patterns using computer programs – classroom displays should be rich in pattern, texture, etc.</i>
	The child understands and sometimes uses everyday language to describe position, for example 'under', 'over', 'in', 'on'. <i>Outdoor play, e.g. hide-and-seek, small world play, Roamer/Pixie computer activities all provide enjoyable opportunities for describing position.</i>
	The child understands and uses the appropriate language when talking about and comparing solid objects and flat shapes. In context, the child understands and uses words such as 'shape', 'flat', 'curved', 'round', 'straight', 'corner', 'side', 'roll'. Selects a particular named shape.
	The child understands and uses the appropriate language to compare quantities such as 'biggest', 'smaller', 'heavier', 'lighter', 'tallest'. He or she may demonstrate understanding without using the comparative term.
	Uses language related to time. Measures short periods of time in simple ways.
	Begins to use everyday language related to money.
	The child can name common 2D shapes and 3D objects such as circle, triangle, square, rectangle, star, cube, cuboid, pyramid and sphere. The child can identify 2D shapes and 3D objects from descriptions of their properties and describes shapes and objects in terms of the number of faces, sides and corners, without adult prompting.