EYFS Development Matters 2020 Statements and ELGs Mathematics

	 Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–5 and some to 10.
te numbers past 5. one number for each item in order: 1,2,3,4,5. w that the last number reached when counting a small set of cts tells you how many there are in total ('cardinal principle'). w 'finger numbers' up to 5. numerals and amounts: for example, showing the right number of cts to match the numeral, up to 5. eriment with their own symbols and marks as well as numerals. e real world mathematical problems with numbers up to 5. upare quantities using language: 'more than', 'fewer than'. about and explore 2D and 3D shapes (for example, circles,	 Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10.
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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'.	Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
erstand position through words alone – for example, "The bag is er the table," – with no pointing.	Compose and decompose shapes so that children recognise a shap can have other shapes <i>within</i> it, just as numbers can.
Describe a familiar route.	Continue, copy and create repeating patterns.
uss routes and locations, using words like 'in front of' 'behind'.	• Compare length, weight and capacity.
	Early Learning Goals
bine shapes to make new ones – an arch, a bigger triangle, etc.	Number
es on clothes, designs on rugs and wallpaper. Use informal uage like 'pointy', 'spotty', 'blobs', etc. nd and create ABAB patterns – stick, leaf, stick, leaf.	 Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some
	'behind'. e comparisons between objects relating to size, length, weight capacity. ct shapes appropriately: flat surfaces for building, a triangular m for a roof, etc. abine shapes to make new ones – an arch, a bigger triangle, etc. about and identifies the patterns around them. For example: bes on clothes, designs on rugs and wallpaper. Use informal uage like 'pointy', 'spotty', 'blobs', etc. nd and create ABAB patterns – stick, leaf, stick, leaf. ce and correct an error in a repeating pattern.

such as 'first', 'then ...'

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.



