

Key Learning in Mathematics – EYFS

Number – counting	Number – number sense	Measurement
Rote counting <ul style="list-style-type: none"> Rote count from 1 Rote count on from a given number between 1 and 20 Rote count back from 20 to 1 Rote count back from a given number between 1 and 20 Know what number comes before or after a given number Say a number between two given numbers Rote count beyond 20 Counting objects <ul style="list-style-type: none"> Understand that counting is to find out how many Use one to one correspondence when counting Understand the last number said is the number in the set Count up to 20 objects, pictures, sounds and actions Understand and use conservation of number Use the word 'zero' to represent 'none' Compare two sets of different objects saying which set is more, greater, fewer, less, same, equal Order three or more sets of objects State without counting (subitise) quantities within 5 Make a sensible guess of quantities within 10 	<ul style="list-style-type: none"> Partition a set of objects in different ways using the terminology part – part – whole Explore the patterns in odd and even numbers Understand that 'teen' numbers are a group of 10 plus another number Understand 20 is the same as two groups of 10 Recognise repeating patterns in the counting sequence i.e. 6, 7, 8, 9; 16, 17, 18, 19; 26, 27, 28, 29 Number – number recognition <ul style="list-style-type: none"> Recognise and identify numerals 0 to 20 Select the numeral that represents a set of objects Order numerals 0 to 20 Number – graphics <ul style="list-style-type: none"> Represent amounts in their own ways, explaining what they mean Represent and explain their thinking in their own ways Write numerals 0 to 20 	Distance <ul style="list-style-type: none"> Understand that measures of distance can have different names including length, width, height Understand and use language to compare two objects of different length/width, e.g. longer / shorter; wider / narrower Understand and use language to compare two objects of different height, e.g. taller / shorter Understand and use language of comparison when ordering three objects of different lengths/widths/heights, e.g. longest / shortest; widest / narrowest; tallest / shortest Find an object of similar length/width/height Understand the concept of the conservation of length/width/height Use uniform non-standard units to measure length/width/height Weight <ul style="list-style-type: none"> Understand the measurement of weight (heavy/light) Understand and use language to compare two objects of different weight, e.g. heavier/lighter Understand the concept of conservation of weight Use uniform non-standard units to measure weight Volume/capacity <ul style="list-style-type: none"> Understand the measurement of volume/capacity (empty/full/nearly) Understand and use language to compare two of the same container holding different amounts, e.g. more/less Understand and use the language of comparison when ordering three of the same container holding different amounts, e.g. most/least Understand the concept of the conservation of volume/capacity Use uniform non-standard units to measure volume/capacity Money <ul style="list-style-type: none"> Understand that we need to pay for goods Talk about things they want to spend their money on Talk about different ways we can pay for things Recognise that there are different coins Recognise 1p coin Use 1p coins to pay for objects Time <ul style="list-style-type: none"> Talk about significant times of the day, e.g. home time, lunch time, snack time, bed time, etc. Understand and use language – before, after, yesterday, today, tomorrow Use the language of comparison when talking about time, e.g. longer/ shorter; faster/slower Sequence two or three familiar events and describe the sequence Know the names of the days of the week Say the names of the days of the week in order
Number – calculating	Shape	
<ul style="list-style-type: none"> Understand the concept of addition by practically combining sets of objects to find how many and use the terminology part – part – whole Understand the concept of subtraction by practically removing one amount from within another to find how many are left and use the terminology part – part – whole Relate subtraction to addition in practical situations using the terminology part – part – whole Identify one more and one less than a given number Identify two more and two less than a given number Add two single-digit numbers totalling up to 10, using practical equipment Add two single-digit numbers totalling greater than 10, using practical equipment Subtract a single-digit number from a number up to 10, using practical equipment Subtract a single-digit number from a number greater than 10, using practical equipment Automatically recall addition and subtraction facts up to 5 and some addition and subtraction facts to 10. 	<ul style="list-style-type: none"> Use everyday language to talk about shapes in the environment Know that shapes can appear in different ways and be different sizes Build and make models with 3-D shapes Create patterns and pictures with 2-D shapes Name common 2-D shapes (circle, triangle, square, rectangle, oblong) Name common 3-D shapes (sphere, cube, cuboid) Talk about shapes using mathematical language (straight, curved, sides, flat, solid) Sort shapes according to their own criteria Space <ul style="list-style-type: none"> Understand and use positional language in everyday situations Understand and use ordinal numbers when describing position Understand and use the language of movement/direction Describe and recognise patterns made of objects, numbers and shapes Create patterns made of objects, numbers and shapes 	
Number – fractions	Statistics	
<ul style="list-style-type: none"> Understand that sharing is splitting an amount into equal parts Understand that halving is sharing into two equal parts Understand that doubling is adding the same number to itself Automatically recall double facts to 10. 	<ul style="list-style-type: none"> Sort objects and say what features they have in common 	

These objectives work towards, and will fulfil, all requirements for the Early Learning Goals for both Number and Numerical Patterns for the Statutory Framework for the EYFS (2021).

Updates are highlighted.