

**Development Matters Non-Statutory Curriculum Guidance for the EYFS 2021 – 2022**

| <b>Focus</b>  | <b>Birth to three</b>  | <b>3 and 4 year olds</b>   | <b>Reception</b>   |
|---|--|--|--|
| <p><b>Cardinality and counting</b><br/>Understanding that the cardinal value of a number refers to the quantity, or 'howmanyness' of things it represents</p> | <p>Take part in finger rhymes with numbers.</p> <p>Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</p> <p>Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'</p> | <p>Fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Recite numbers past 5.</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Also</p> <p>Show 'finger numbers' up to 5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Also</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> | <p>Count objects, actions and sounds.</p> <p>Subitise.</p> <p>Link the number symbol (numeral) with its cardinal number value. Also</p> <p>Count beyond ten.</p> |
| <p><b>Comparison</b><br/>Understanding that comparing numbers involves knowing which numbers are worth more or less than each other</p>                       | <p>React to changes of amount in a group of up to three items.</p> <p>Compare amounts, saying 'lots', 'more' or 'same'.</p>  | <p>Compare quantities using language: 'more than', 'fewer than'.</p>   | <p>Compare numbers.</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p>  |
| <p><b>Composition</b><br/>Understanding that one number can be made up from (composed from) two or more smaller numbers</p>                                   |  |  | <p>Explore the composition of numbers to 10. Also</p> <p>Automatically recall number bonds for numbers 0–10. (Doubles recall)</p>                                |

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| <p><b>Pattern</b><br/>Looking for and finding patterns helps children notice and understand mathematical relationships</p>                             | <p>Notice patterns and arrange things in patterns.</p>  | <p>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.</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’</p>   | <p>Continue, copy and create repeating patterns.</p>   |
| <p><b>Shape and space</b><br/>Understanding what happens when shapes move, or combine with other shapes, helps develop wider mathematical thinking</p> | <p>Combine objects like stacking blocks and cups. Put objects inside others and take them out again.</p> <p>Climb and squeezing selves into different types of spaces.</p> <p>Build with a range of resources.</p> <p>Complete inset puzzles.</p> | <p>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’.</p> <p>Understand position through words alone – for example, “The bag is under the table,” – with no pointing.</p> <p>Describe a familiar route. Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</p> <p>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.</p> | <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> |
| <p><b>Measures</b><br/>Comparing different aspects e.g. length, weight &amp; volume, as a preliminary to using units to compare later</p>              | <p>Combine objects like stacking blocks and cups. Put objects inside others and take them out again.</p> <p>Compare sizes, weights etc. using gesture and language - ‘bigger/little/smaller’, ‘high/low’, ‘tall’, ‘heavy’.</p>                    | <p>Make comparisons between objects relating to size, length, weight and capacity.</p>  | <p>Compare length, weight and capacity.</p>  |

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| <b>Early Adopters EYFS ELG</b>   |   |
|--|---|
| <b>ELG Number</b> Children at the expected level of development will:  | <b>ELG Numerical Patterns</b> Children at the expected level of development will:   |
| <ul style="list-style-type: none"> <li>• Have a deep understanding of number to 10, including the composition of each number.</li> <li>• Subitise (recognise quantities without counting) up to 5.</li> <li>• Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts</li> </ul> | <ul style="list-style-type: none"> <li>• Verbally count beyond 20, recognising the pattern of the counting system</li> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity</li> <li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed</li> </ul> |