



St Mary's Church of England Primary School
Fowler Road, Islington, London N1 2EP
'Believe and Achieve'

End of Year Maths Expectations: EYFS

Number

Pupils should be taught to:

- Recognise some numerals of personal significance.
- Recognises numerals 1 to 5.
 - a. Counts up to three or four objects by saying one number name for each item.
 - b. Counts actions or objects which cannot be moved.
 - a. Counts objects to 10, and beginning to count beyond 10.
 - b. Counts out up to six objects from a larger group.
 - a. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.
 - b. Counts an irregular arrangement of up to ten objects.
- Estimates how many objects they can see and checks by counting them.

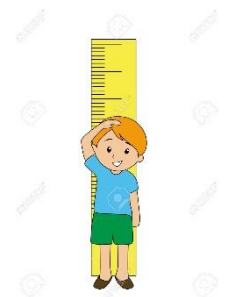


- Uses the language of 'more' and 'fewer' to compare two sets of objects.
- Finds the total number of items in two groups by counting all of them.
 - a. Says the number that is one more than a given number.
 - b. Finds one more or one less from a group of up to five objects, then ten objects.
- In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.
- Records, using marks that they can interpret and explain
- Begins to identify own mathematical problems based on own interests and fascinations.
- Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

Shape, Space and Measure

Pupils should be taught to:

- Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.
- Selects a particular named shape.
- Can describe their relative position such as 'behind' or 'next to'.
- Orders two or three items by length or height.



- Orders two items by weight or capacity.
- Uses familiar objects and common shapes to create and recreate patterns and build models.
- Uses everyday language related to time.
- Beginning to use everyday language related to money.
- Orders and sequences familiar events.
- Measures short periods of time in simple ways.
- Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.
- They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.