

### What to Expect, When? – Mathematics

A rough guide to the mathematics you might notice your child do at certain points in their early years. Every child is different and develop at different rates. Use this to look at where your child is and see which stage you would be better off supporting.

Age	Things you Might Notice	How you can help
Birth – 11 Months	<p><b><u>Numbers</u></b></p> <ul style="list-style-type: none"> <li>• I notice when there is one thing or when there are lots of things (up to 3 things) in a bowl or basket.</li> </ul>	<p><b><u>Numbers</u></b></p> <ul style="list-style-type: none"> <li>• Hold my hands and help me to clap in time as you sing songs to me.</li> </ul>
	<p><b><u>Shape, space and measure</u></b></p> <ul style="list-style-type: none"> <li>• Babies need to play with things and find out what they can do with their hands, feet and body.</li> </ul>	<p><b><u>Shape, space and measure</u></b></p> <ul style="list-style-type: none"> <li>• I need to play with things and find out what I can do with my hands, feet and body. Let me have my favourite things around me.</li> </ul>
8 – 20 Months	<p><b><u>Numbers</u></b></p> <ul style="list-style-type: none"> <li>• I like to join in with saying number names as you sing rhymes and songs with me.</li> <li>• I will watch you hide a toy under a blanket and then look for it.</li> </ul>	<p><b><u>Numbers</u></b></p> <ul style="list-style-type: none"> <li>• Let me explore a treasure basket with different things in it, like a collection of different types of spoons or a collection of shiny things.</li> <li>• Sing number rhymes to me, like “Two Little Eyes to Look Around”.</li> </ul>
	<p><b><u>Shape, space and measure</u></b></p> <ul style="list-style-type: none"> <li>• I can point to a picture in a book or a toy when you ask me “Where’s the big teddy?” and “Where’s the little teddy?”.</li> <li>• I can recognise things that I use at mealtimes, bed time or when I have my nappy changed.</li> </ul>	<p><b><u>Shape, space and measure</u></b></p> <ul style="list-style-type: none"> <li>• Let me explore different things to see what I can do with them, like a collection of different types and sizes of balls or things that will roll.</li> </ul>
16 – 26 Months	<p><b><u>Numbers</u></b></p> <ul style="list-style-type: none"> <li>• I know that when you hide a toy under a blanket I will find it under the blanket.</li> <li>• I can sort out my toys and things so that all the same ones are together.</li> <li>• When I am playing with my toys or singing songs I will say number names in a mixed up order.</li> </ul>	<p><b><u>Numbers</u></b></p> <ul style="list-style-type: none"> <li>• Count with me as you put my clothes on, like “one sock, two socks” or “one button, two buttons, three buttons, four buttons”.</li> </ul>
	<p><b><u>Shape, space and measure</u></b></p> <ul style="list-style-type: none"> <li>• I try to put the shape pieces into a jigsaw board and sometimes match the right piece into the right hole.</li> <li>• I can build towers and long lines across the floor with bricks.</li> <li>• I know the order I need to use things to help me get ready at bedtime or to get dressed.</li> <li>• I know that when I see you with your coat we are going outside or when I see my cup and bowl on the table it is time to have a drink and something to eat.</li> </ul>	<p><b><u>Shape, space and measure</u></b></p> <ul style="list-style-type: none"> <li>• Let me explore what “full” and “empty” looks like when I’m playing in the bath with plastic bottles.</li> <li>• Let me play with puzzles that I have to try and put the piece into the matching space.</li> </ul>
22 – 36 Months	<p><b><u>Numbers</u></b></p> <ul style="list-style-type: none"> <li>• I can give you the right number of objects from a collection when you say “please give me one”, “please give me two”.</li> <li>• I can say some number names in order.</li> </ul>	<p><b><u>Numbers</u></b></p> <ul style="list-style-type: none"> <li>• Make skittles with me from plastic bottles. Play games where we have to keep a score of how many skittles we’ve knocked down.</li> </ul>

	<ul style="list-style-type: none"> <li>• I can draw lines that go across, up and down, round and round and pictures to show numbers and amounts.</li> <li>• I can show you which group of toys or plate of food has “more”.</li> <li>• I can use words like “more” and “a lot” to describe amounts of objects.</li> <li>• I know that if I add a toy to a collection or some food to my plate I have more and if I take something away I don’t have as much.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing counting rhymes with me like “Five Little Men in a Flying Saucer” or “1,2,3,4,5 Once I Caught a Fish Alive”.</li> </ul>
	<p><b><u>Shape, space and measure</u></b></p> <ul style="list-style-type: none"> <li>• I can point to shapes and patterns in pictures and clothes.</li> <li>• I can sort a collection of objects so that ones that are the same shape or size are altogether.</li> <li>• I can use words such as “big” and “little” to describe toys, clothes and pictures in a book.</li> <li>• I know the order of things that happen every day (such as I get out of bed, I have my breakfast, I get dressed) and can tell you what happens next.</li> </ul>	<p><b><u>Shape, space and measure</u></b></p> <ul style="list-style-type: none"> <li>• Let me sort the clothes so that I put all the ones with the same pattern or colour like red, spotty or stripy, together.</li> </ul>
30 – 50 Months	<p><b><u>Numbers</u></b></p> <ul style="list-style-type: none"> <li>• I can use some number names and words like “more than” and “fewer than”, when I am playing.</li> <li>• I can say numbers in order from 1 to 10.</li> <li>• I know that numbers tell me how many things there are altogether, like 8 biscuits on a plate.</li> <li>• I use my fingers, pictures or marks to show you how many things there are.</li> <li>• Sometimes I can match a numeral to the right number of things, like “3” to three balls.</li> <li>• I am interested in numbers and I talk about them and ask you questions.</li> <li>• I know when there are the same number of things, like 2 cakes, one for you and one for me.</li> <li>• I show I am interested in playing with numbers when I share things out in different ways, like putting my 10 farm animals in 2 fields and then in 3 fields and I am beginning to know there are still 10 animals.</li> <li>• I talk about the numbers I see when we are outdoors.</li> <li>• I am interested in making marks and calling them numbers.</li> <li>• I know that I can count claps and jumps as well as things like apples and buses and dinosaurs.</li> </ul>	<p><b><u>Numbers</u></b></p> <ul style="list-style-type: none"> <li>• Make a train shed with numbers on so that I can match my trains into the shed with the same number on.</li> <li>• Put numbers on a skittles game made from plastic bottles. Ask me what number was on the bottle I knocked down.</li> </ul>
	<p><b><u>Shape, space and measure</u></b></p> <ul style="list-style-type: none"> <li>• I like lining up shapes and fitting shapes and different things into boxes.</li> <li>• I see shapes when we are outdoors, like square windows and triangle and circle shapes in road signs.</li> <li>• I can use words like “under”, and “next to” to describe where things are.</li> <li>• I choose to play with different sorts of building sets and talk about what I am making.</li> </ul>	<p><b><u>Shape, space and measure</u></b></p> <ul style="list-style-type: none"> <li>• Let me build from cardboard boxes or wooden bricks. Use words like “long” or “tall” to describe my model.</li> <li>• Go on a shape walk inside or outside to find things which are the same like “circles” or “spheres”.</li> </ul>

	<ul style="list-style-type: none"> <li>• When I am doing puzzles, I look at the missing shapes to see what could fit.</li> <li>• I am beginning to use words like “round” and “straight” when I talk about the shapes I see.</li> </ul>	
40 – 60 Months	<p><b><u>Numbers</u></b></p> <ul style="list-style-type: none"> <li>• I can recognise numbers that are important to me like my age, my flat number or the bus number that I go to nursery on.</li> <li>• I can recognise the numbers 1 to 5.</li> <li>• I can touch one thing and say the number name at the same time to help me count up to 3 or 4 things.</li> <li>• I can count the number of things on a page in a book or on a birthday card.</li> <li>• I can match the right number to a group of things from 1 to 5 to begin with, and then from 1 to 10.</li> <li>• I can guess how many things I can see in a bucket and then count them to see how close my guess was.</li> <li>• I can tell you which basket or bucket has got “more” or “fewer” things in.</li> <li>• I can put two baskets of things together and tell you how many things I have altogether.</li> <li>• I can tell you what “one more” is when you say a number.</li> <li>• I can tell you what “one more” or “one less” is when you give me a group of up to 5 things, then up to 10 things.</li> <li>• I can use words like “more”, “add”, “less” and “take away”</li> <li>• I can use marks and pictures to show you my counting.</li> <li>• I can use counting to help me solve problems that are important to me, like splitting my sandwich in half to share with my friend.</li> </ul>	<p><b><u>Numbers</u></b></p> <ul style="list-style-type: none"> <li>• Plan a picnic with me and let me decide how many sandwiches and bananas we will need.</li> <li>• Make a number line with me using birthday cards.</li> <li>• Play number snap or bingo with numbers that we’ve cut out of a magazine.</li> <li>• Sing number songs where I have to count backwards like “Five Little Ducks” or “Ten Fat Sausages”.</li> </ul>
	<p><b><u>Shape, space and measure</u></b></p> <ul style="list-style-type: none"> <li>• I am beginning to use shape names like “circle”, “square”, “cube” and “cylinder”.</li> <li>• When I am playing on an obstacle course I can use words like “under”, “behind”, “on” or “in” to tell you where I am.</li> <li>• I can tell you which thing is “heavy” and which thing is “light” when you give me 2 things. I can tell you which thing is “full” and which thing is “empty” when I am filling and emptying bottles.</li> <li>• I can use things to make patterns, like buttons and bricks.</li> <li>• I am beginning to use words like “money”, “pound” and “pence” when playing “shop”.</li> <li>• I know the order I put my clothes on</li> <li>• I can tell you what is happening tomorrow or what happened yesterday. I can tell you what day today is.</li> </ul>	<p><b><u>Shape, space and measure</u></b></p> <ul style="list-style-type: none"> <li>• Let me sort out the pairs of shoes so that they go from small to big.</li> <li>• Let me make patterns with buttons or lids, like “big, small, big”.</li> <li>• Let me give you instructions for an obstacle course, like “Go under the blanket”, “Go through the tunnel” and “Go behind the chair”.</li> </ul>