

## Early Years

### Expected Standard at the end of EYFS

A child can count reliably with numbers from 1 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.

### 30-50 months

A child can:

- Use some number names and number language spontaneously.
- Recite numbers in order to 10.
- Know that numbers identify how many objects are in a set.
- Begin to represent numbers using fingers, marks on paper or pictures.
- Sometimes matches numeral and quantity correctly.

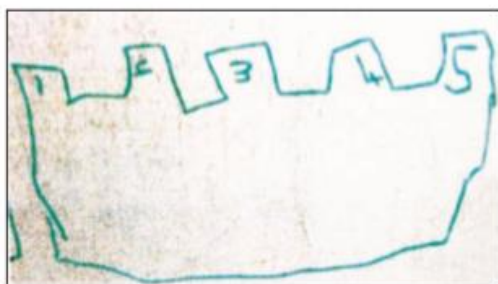
### 40-60 months

A child can:

- Recognise some numerals of personal significance.
- Counts objects to 10, and beginning to count beyond 10.
- Counts an irregular arrangement of up to ten objects.
- Estimates how many objects they can see and checks by counting them.
- Finds one more and one less from a group of up to give objects, then ten objects.
- Begins to use the vocabulary involved in adding and subtracting.

### LO example

Place numbers 1-20 in order and say which number is one more and which number is one less.



After looking at one more and one less when counting. A pupil drew this fantastic castle on the whiteboard with five turrets. She wrote the numbers 1-5, placing one number in each turret in order.

Math Hubs, Mastery in Early Years emphasises that '*engagement with a range of resources and representations support children to think flexibly and to see multiple ways to approach and solve problems*' laying foundations for progression throughout a child's school life.