

# Rosh Pinah Primary School



## Foundation Stage Guidance for Mathematics (Aspects of Number)

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Ratified by Governors October 2014

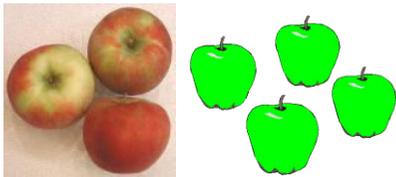
For children working at these developmental stages of the Foundation stage, mathematics is split into two aspects: Number and Space, shape and measures. This policy covers the Number aspect and feeds into the whole school Calculation Policy.

22-36 months	30-50 months	40-60+ months
<ul style="list-style-type: none"> <li>➤ Selects a small number of objects from a group when asked <i>Please give me two biscuits from this box.</i></li> <li>➤ Recites some number names in sequence  <i>Counts pictures and objects used to illustrate counting songs and rhymes Sing 5 currant buns, 10 green bottles Count buttons on a shirt when dressing.</i></li> <li>➤ Creates and experiments with symbols and marks representing ideas of number</li> </ul>	<ul style="list-style-type: none"> <li>➤ Uses some number names and number language spontaneously <i>We need more fruit, there are 3 children but the bowl is empty There are 5 children in the home corner</i></li> <li>➤ Uses some numbers accurately in play <i>There are 3 cars on my road. Two are yellow</i></li> <li>➤ Recites numbers in order to 10 <i>Playing dice games such as 'Snakes &amp; Ladders' Playing 'Hide &amp; Seek' and other games which involve counting</i></li> <li>➤ Knows that numbers identify how</li> </ul>	<ul style="list-style-type: none"> <li>➤ Recognises some numerals of personal significance <i>That is my house number Next week I will be 4</i></li> <li>➤ Recognises numerals 1 to 5 <i>Count pages in storybooks, use telephone to dial correctly</i></li> <li>➤ Counts up to three or four objects by saying one number name for each item <i>Count the stairs as you climb. Set the table with cutlery - how many spoons will we need?</i></li> <li>➤ Counts objects or actions which cannot be</li> </ul>

## 22-36 months

- Begins to make comparisons between quantities

Look at the apples. Are there more green apples or more red apples? How can you find out?



- Uses some language of quantities, such as "more" and "a lot"

There are more children on the carpet;  
there are fewer children on the carpet  
Identifying when all their milk has gone  
We need more fruit, the bowl is empty

## 30-50 months

many objects are in a set

There are 6 cubes in the bowl; there are 5 cups on the shelf

- Begins to represent numbers using fingers, marks on paper or pictures

- Can sometimes match numeral and quantity correctly

Can you clap 3 times? How many cubes are in the box?  
Put 4 counters on the number 4

- Shows curiosity about numbers by offering comments or asking questions

How many cups will fit on this shelf?

As you read stories ask, "If one more frog jumps into the pond, how many will there be in the pond altogether?"

- Compare two groups of objects, saying when they have the same number

When playing a game, all get 4 counters. Do you have the same as your friend?

## 40-60+ months

moved

He hopped 3 times

There are 4 trees in the field

- Counts up to 10 objects, and beginning to count beyond 10

How many children are at the table?

Count together water bottles in the classroom etc

- Counts out up to six objects from a larger group

I have 9 bears in the basket. Put 4 bears on the carpet.

- Selects the correct numeral to represent 1 to 5, then 1 to 10 objects

Play Bingo, match domino spots to numerals

- Counts an irregular arrangement of up to 10 objects

How many forks are on the table altogether?

- Estimates how many objects they can see and checks by counting

Counting collections of shells, beads etc.

## 22-36 months

- Know that a group of objects changes in quantity when something is added or taken away

Singing songs such as 'Two little dickie birds'

Play games which relate to addition and subtraction such as hopscotch and skittles

## 30-50 months

Let's both get 2 balls and then we can play. Have you got the same as me?

- Show an interest in number problems

Number rhymes with resources

Give everyone two biscuits from this box.

Share the biscuits out so that everyone has the same number.

How can we share this cake?

- Separate a group of three or four objects in different ways, beginning to recognise that the total is still the same.

Show me five fingers. Use both hands.



Show me another way to do it.



Compare beads - sorting by colour, size - emphasis on same total.

- Shows an interest in numerals in the

## 40-60+ months

- Use language such as 'more' or 'less' to compare two numbers

Ben has eight cubes. Ella has five cubes. Who has more cubes? How do you know?

- Find the total number of items in two groups by counting all of them

In the field there are four cows and three horses. How many animals are there altogether?

- Says the number that is one more than a given number.

Show me three fingers, what is one more? Show me six fingers, what is one more?

- Find one more or one less than a number from one to ten

I am going to add one more cube to this set of these four cubes. How many cubes will there be altogether?



I am going to take away one of these five cubes. How many cubes will be left?



Take away one flower from this set of 7 flowers. How many flowers are there now?

## 22-36 months

## 30-50 months

## 40-60+ months

environment

That number has a 2 in it. My house number also has a 2 in it.

- Shows an interest in representing numbers
- Realises that not only objects, but anything can be counted, including steps, claps or jumps

Ask children to hop 3 times; how many claps are there?



- In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting

Hop three spaces on this number track. Now hop two more. Where are you now?

Find all the dominoes that have a total of six spots.

I have ten beads. Take 3 out. How many are left?

- Records, using marks they can interpret and explain
  - Beginning to identify their own mathematical problems based on their interests and fascinations
- [Put seven cups and six saucers on a table.]
- Here are some cups and some saucers. Find out whether there are more cups, or more saucers, or the same number. How did you find out that there are more cups?
- Select two groups of objects that make a given total of objects

22-36 months	30-50 months	40-60+ months
		I want five pieces of fruit, but I only want bananas and apples. How many pieces of each fruit will you give me?

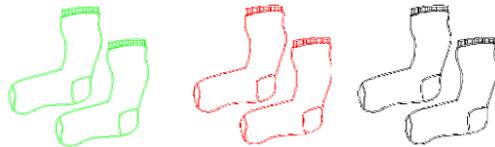
By the end of EYFS most children should be able to achieve the following Early Learning Goals for Number

- Count reliably with numbers 1 to 20
- Place numbers in order and say which number is one more or one less than a given number
- Using quantities and objects they can add and subtract two single-digit numbers and count on or back to find the answer
- Solve problems including doubling, halving and sharing

Share these pencils **equally** between Talia and Ben. How many pencils will each of them have?



Count these pairs of socks. How many pairs are there? How many socks are there altogether?



- Begin to relate addition to combining two groups of objects and subtraction to 'taking away'.

There are four cups on the table. Put two more cups on the table. How many cups are on the table **altogether** now?

We have four easels. There are seven children who want to paint. How many **more** easels do we need?

There are nine biscuits on this plate. Take three of the biscuits to eat. How many biscuits **are left** on the plate?

When children are working within this level reference should be made to the whole school calculation policy.