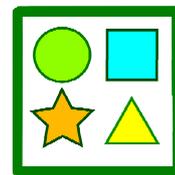
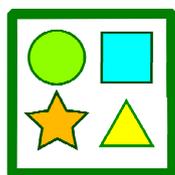


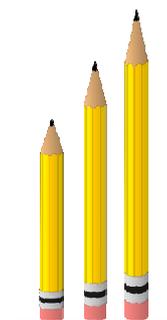
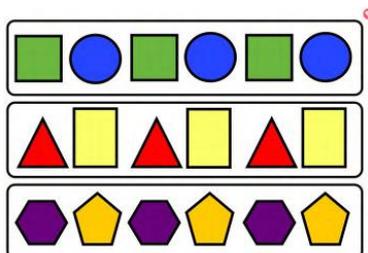
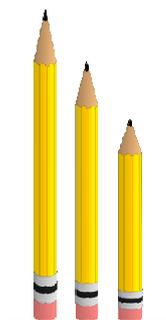


West Road
PRIMARY SCHOOL



End of Year

Expectations for Shape, Space and Measures



This booklet provides information for parents and carers about the age related expectations for shape, space and measures in both the nursery and reception classes. These expectations are based on the age related standards for each year group as set out in the Early Years Foundation Stage Curriculum. All the shape, space and measure objectives set out in this booklet are worked on throughout the year. They will be the focus for direct teaching and challenges set out within their play.

If you have any queries regarding these expectations or you want to know more on the best ways to help your

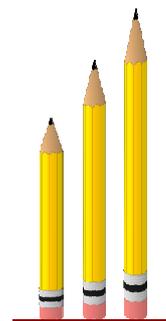
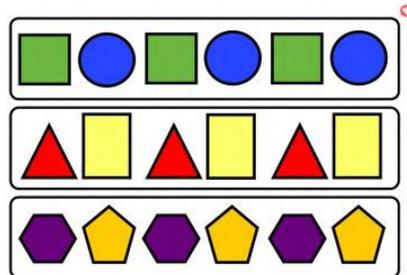
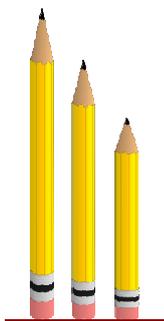
What do the end of year expectations mean for Nursery ?

Children who are 3 are 36 months old

Children who are 4 are 48 months old

Children entering Nursery should be secure in the developmental range of 22-36 months and working within some aspects of 30-50 months.

By the end of the Nursery year they should have achieved the outcomes in 30-50 months and reached aspects of 40-60 months.



What do the end of year expectations mean for Reception ?

Children who are 4 are 48 months old

Children who are 5 are 60 months old

Children entering reception should be secure in the developmental range of 30-50 months and working within some aspects of 40-60 months.

By the end of the reception year they should have achieved the outcomes in 40-60 months and reached the expected levels in the Early Learning goals.

In the final term of the EYFS practitioners/ teachers must review information from all sources to make a judgement for each child, for each Early Learning Goal. The judgement must say whether the child's learning and development is:

- 1) best described by the level of development expected at the end of the EYFS (**expected**).
- 2) not yet at the expected at the (**emerging**).
- 3) beyond the level



level of development
end of the EYFS

of development ex-

Descriptors from the Development Matters

a	b
22-36 months	30-50 months
Shape, Space and Measure	
Notices simple shapes and patterns in pictures.	Shows an interest in shape and space by playing with shapes or making arrangements with objects.
Beginning to categorise objects according to properties such as shape or size.	Shows awareness of similarities of shapes in the environment.
Begins to use the language of size.	Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.
Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'.	Shows interest in shapes in the environment.
Anticipates specific time-based events such as mealtimes or home time.	Uses shapes appropriately for tasks.
	Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.
	Uses positional language.

Descriptors from the Development Matters

c	d	e
40-60 months	Early Learning Goals	Exceeding
Shape, Space and Measure		
Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and maths terms to describe shapes.	Children use everyday language to talk about size to compare quantities and objects and to solve problems.	<i>Children estimate, measure, weigh and compare and order objects and talk about properties, position and time.</i>
Selects a particular named shape.	Children use everyday language to talk about weight to compare quantities and objects and to solve problems.	
Can describe their relative position such as 'behind' or 'next to'.	Children use everyday language to talk about capacity to compare quantities and objects and to solve problems.	
Orders two or three items by length or height.	Children use everyday language to talk about position to compare quantities and objects and to solve problems.	
Orders two items by weight or capacity.	Children use everyday language to talk about distance to compare quantities and objects and to solve problems.	
Uses familiar objects and common shapes to create and recreate patterns and build models.	Children use everyday language to talk about time to compare quantities and objects and to solve problems.	
Uses everyday language related to time.	Children use everyday language to talk about money to compare quantities and objects and to solve problems.	
Beginning to use everyday language related to money.	They recognise, create and describe patterns.	
Orders and sequences familiar events.	They explore characteristics of everyday objects and shapes and use mathematical language to describe them.	
Measures short periods of time in simple ways.		

Teaching and Learning about Shape, Space and Measures in the Early Years.

ELG12 – Shape, space and measures

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.

The teaching and learning of the different aspects of shape, space and measures has a very strong focus on children responding to and talking about the objects. Talk is a vital key to their development in this area.

Children initially **respond** to the questions, vocabulary and words through play and exploration. They then begin to **use** the appropriate vocabulary themselves when talking about the size, weight, capacity, position, distance, time and money when comparing objects. Children need to develop their mathematical vocabulary through out their time in the Early Years. This will enable them to develop their knowledge further in Year One.

Area	Key words and Vocabulary
2D shapes	2D shape, triangle, square, rectangle, circle, corners, sides, edges, straight, curved, flat, flat shape, round, roll, not roll,
3D shapes	3D shapes, cube, sphere, cylinder, cuboid, cone, solid shape, corners, edges, faces, flat faces, curved faces, roll, not roll,
length	length, long, short, longer, shorter, longer than, shorter than, longest, shortest, same length, different length,
height	Height, tall, short, taller, shorter, taller than, shorter than, tallest, shortest, same height, different height,
distance	distance, near, far, along way, far away, nearer, nearest, furthest, further away, how far ?
weight	weight, heavy, light, heaviest, lightest, lighter, heavier, lighter than, heavier than, same, different,
capacity	capacity, full, empty, half full, half empty, nearly full, nearly empty, holds more, holds less,
time	time, day, week, month, year, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, January, February, March, April, May, June, July, August, September, October, November, December, today, tomorrow, yesterday, what time is it ? clock, watch, Oclock, long arm, short arm, Now, later, before, next, after, bed time, lunch time, breakfast,

Area	Key words and Vocabulary
position	position, where, next to, inside, on top, under, in between, beside, in front, behind, back, end 1st, 2nd, 3rd, 4th.....10th. First, second, third.....tenth.
patterns	pattern, repeat, continue, again, stripy, spotty symmetrical, same both side,
money	Money, how much, coins, one pence, two pence, five pence, ten pence, twenty pence, fifty pence, one pound, two pound, five pound note, ten pound note, twenty pound note, fifty pound note, bank, save, spend, same, earn, work, job, wage,



Shape, Space and Meas- ures

End of Nursery

- Begin to sort objects due to their colour, size, shape.....
- Begin to use the language of size...big, small.
- Understand some talk about time....before, later, soon.
- Play with shapes making, pictures and arrangements.
- Show an interest in shapes around them and enjoys playing with shapes.
- Use shapes in their play.
- Begins to talk about shapes.....round , like a wheel, rolls.....
- Begins to use some positional words....inside, near, under ...



All these should be done



Shape, Space and Measures

End of Reception

- They can name simple 2D and 3D shapes and describe them.
- They can talk about the shape of everyday objects and describe them.
- *They can recognise, make and talk about simple repeating patterns and symmetrical patterns.*
- *They can respond to and use everyday positional language to describe where people are and the position of objects.*
- *They can compare and talk about the weight of two or more objects. They can use simple balances.*
- *They can compare and talk about the length of two or more objects. They can measure using different measuring materials.*
- *They can compare and talk about the capacity of two or more objects/containers.*
- *They can use everyday language when talking about time.*
- *They can sequence and talk about simple events, such as their day.*
- *They can name the days of the week and the months of the year.*
- *They can measure small periods of time (using egg timers)*
- *They can read O'clock.*
- *They can talk about money, name the coins, use coins to pay for things. They can exchange coins for other coins to make the same value.*



All these should be done



Examples of learning about shape, space and measures
whilst children are playing.



Comparing length of logs outside.



Comparing length of ribbons.



Exploring how to measure length.



Examples of learning about shape, space and measures
whilst children are playing.



Comparing length of objects.



Exploring filling and pouring to understand capacity.



Exploring how long we are using socks.



Examples of learning about shape, space and measures
whilst children are playing.



Getting messy with shapes.



Creating a simple shop to develop an understanding of money.



Creating symmetrical patterns using shells.

