



# EYFS Profile exemplification for the level of learning and development expected at the end of the EYFS

## Mathematics

### ELG11 – Numbers

**Children 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.**

## **Exemplification of expected descriptors**

This document demonstrates national standards for one of the 17 Early Years Foundation Stage (EYFS) Profile Early Learning Goals (ELGs). It shows the level of learning and development expected at the end of the EYFS.

The collection of evidence in this document illustrates the 'expected' descriptor. No one piece of evidence meets the ELG as a standalone item; together they illustrate the pitch and breadth of a particular 'expected' level of learning and development.

This document illustrates how information can be gathered to support EYFS Profile judgements using a variety of evidence and forms of presentation. However there is no prescribed method of gathering evidence, nor any expectation that it should be recorded as shown in this document. The exemplification is not intended to be an exhaustive list for schools to follow.

The examples in this collection include 'one off' observations, samples of children's work, photographs and contributions from parents. Many methods of recording a child's attainment are not included in this exemplification for practical reasons (for example video recordings). Practitioners will also build up a significant professional knowledge of each child which will not be recorded but which must be considered when EYFS Profile judgements are made.

When completing an EYFS Profile, practitioners should make a best-fit judgement for each ELG. Practitioners must consider the entirety of each ELG, taking an holistic view of the descriptor in order to create the most accurate picture of the child's overall embedded learning. Sections of each descriptor must not be seen in isolation.

Exemplification material should always be viewed in the context of a specific aspect of learning in order to retain an accurate focus. However, practitioners should be aware that a child's learning and development are not compartmentalised. Focussing on one aspect of learning will shed light on several other related areas.

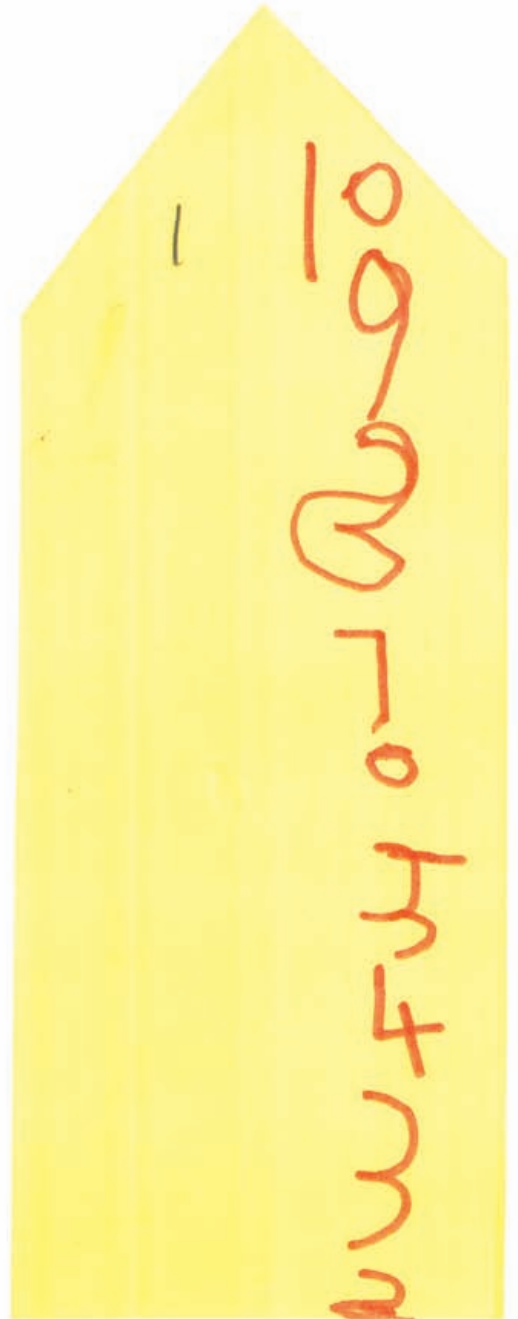
The information in this document should not be regarded as either exclusive or inclusive of any child, no matter what their background or family circumstances. It is intended to be used without bias, preference or discrimination and schools and practitioners must ensure that they operate within all aspects of the statutory EYFS framework.



J counted out 10 raisins.  
Then counted down as he ate them  
10, 9, 8, 7, 6, 5, 4, 3, 2, 1.

'B' proudly showed a spider she  
had made.

"Oh no! It's got 7 legs now.  
One must have fallen off.  
I'm going to glue another leg  
so that it's got 8 again."



J wrote a countdown  
on his rocket! Well done 😊  
This was done independently  
in the free writing area.

During a game of skittles outdoors Joseph knocked three numbered skittles down. He was able to calculate his score in his head. He added two and three together, the scores of the two smallest numbers together and then added five to the other five. He knew that he had scored ten in total. He also knew that this score had put him in the lead.

During a hunt for the dinosaur eggs Harry knew which number clue that he needed to find next. "You start at number 1, then you need to look for number 2, then number 3, then number 4 until you find all ten clues."

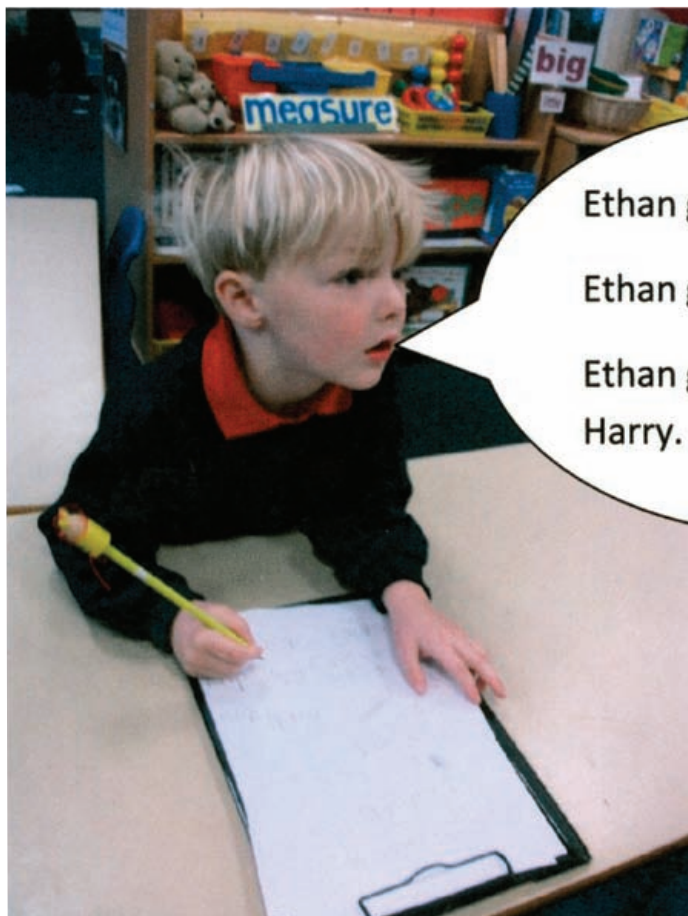


After finding a tub of conkers in the number resources, K. tipped them out into a builders tray and "There are loads of them" She said she was going to "count them all to see how many there are altogether" When asked how many did she think there were she said that there was "ten hundreds"

She began to count each one place it in the bucket as she did. K accurately counted up to 30 conkers before getting lost in her counting. Once the bucket was full of conkers, she tipped them back into the tray and started counting again.

*Shay recorded the final scores from a frog target game.*

*A small group of children play the newly invented 'Frog Target' game. The children throw the frogs onto the lily pad target and add their scores.*



Ethan got most, he won.  
Ethan got 7, Harry got 5  
Ethan got 2 more than Harry.



Zachary and Anna had had quite a few throws which they had written down as a string of numbers or scores... (4 5 5 4 4) and (4 5 4 5 5) They soon realised it was too hard to add this many numbers together (we had been adding 2 scores together previously!) Anna got some compare bears and was sorting them into 'score piles'. They then used these piles to try and work out their total scores!





## Context

Since joining the Foundation Stage Unit Christopher has demonstrated a real love for number. He thoroughly enjoys problem solving activities and readily engages in number challenges.

Christopher can confidently work with numbers to ten and beyond and he is able to apply this knowledge of numbers when completing simple addition and subtraction problems. He readily applies this knowledge in both the indoor and outdoor environment, for example whilst fishing in the water tray Christopher knew that if he took 2 fish away from the 8 fish in the water tray there would only be 6 left.

Christopher is developing a good knowledge of money and has enjoyed playing in the "local shop" especially when working behind the till! He is able to write a simple shopping list, identify cost, add amounts and identify the total amount using 1 and 2 pence coins. Christopher now needs to focus a little more on number formation as the numbers 2, 3, 7 and 9 can sometimes be reversed.

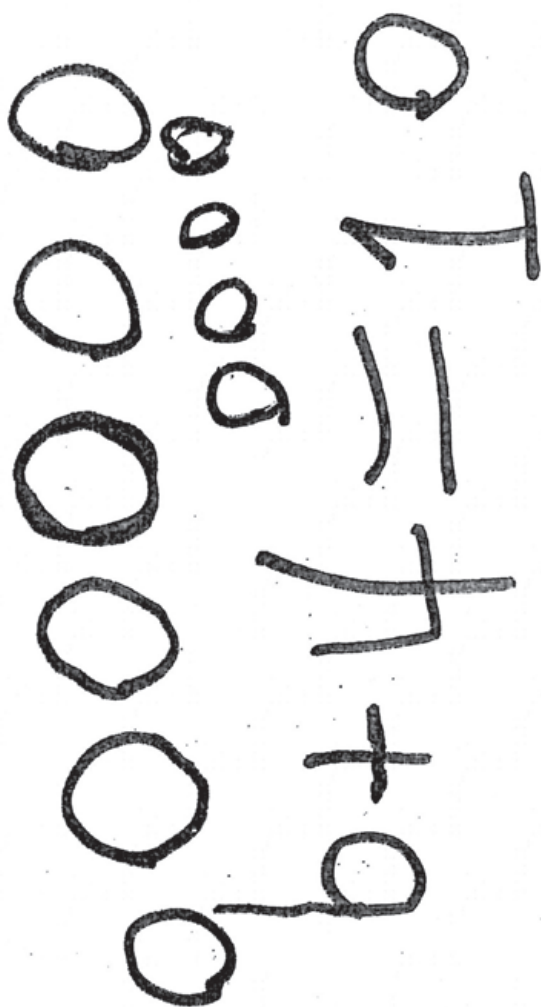
## **Observation:**

During a registration Christopher was able to confidently answer how many children would be in the class if we had 1 more or 1 less. Also when asked how many children were away today and how many were left Christopher confidently replied "2 are away that leaves 27".

**Observation:** During child initiated activities Christopher was playing with the car mat. After sorting the different vehicle he was able to identify that he had 5 buses, 14 cars, 2 fire engines and 1 ambulance. When asked how many buses and fire engines he had altogether Christopher replied 7. He then touched and counted all vehicles and said "I have 22 altogether."

## **Childminder Voice**

Whilst playing with the puzzles Christopher decided to touch and count all the pieces correctly 1,2,3,4...up to 24. Then taking one piece at a time and placing them into the puzzle he said "There are 24 if I put one back then I will have (he counted them again up to 23) 23." He repeated this process one by one until he reached 0 and all the pieces had been put into the puzzle. Christopher really enjoyed adding up all the pieces and putting them back one by one. He correctly counted the pieces back to zero. Christopher repeated this activity, when reaching 10 Christopher was able to identify one less for each number without using the puzzle pieces, stating the number and then counting the number of pieces left to check his own answers. Christopher was fully absorbed in what he was doing.



**Observation:**

At the self registration table Christopher identified that 6 children were staying at school for lunch, 6 children were staying for a packed lunch and 14 children were going home. Christopher said "Look Mrs Riley the packed lunches and the hot lunches are the same."

**Observation:** Christopher confidently placed the number plates on the scooters and cars. He placed them in the correct order 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. With Kia and Ethan they matched the scooters and bikes to the correct parking spaces.

**Observation:** Christopher sorted the apples and the carrots stating "for snack time we have 17 apples and 14 carrots. There is more apples."

**Observation:** Whilst playing with the rocket ship Christopher confidently said "10, 9, 8, 7, 6, 5, 4, 3, 2, 1, 0 blast off."

**All About Me**

When I am at school I am good at....

1. Counting my numbers. I can count to 22.
2. Solving tricky questions. "I like it when Mrs Riley asks how many packed lunch and hot lunches we have altogether". "I also like it when she asks us which is more or less."

When I am at home I am good at ...

1. Helping mummy when baking
2. Playing Mathematics on the computer
3. Playing snakes and ladders

What I would like to learn next....

1. Bigger numbers

What would my teacher like me to learn next?

1. To have a secure understanding of numbers to 20 and be able to apply this knowledge to a range of number problems in practical ways.

**Home / School links**

*Name: Christopher*

*Achievement : Christopher has been really interested in numbers all weekend. Whilst Out shopping we had to find the numbers 6 and 9. Every time Christopher spotted these numbers we had to stand still and freeze. At home Christopher enjoyed sequencing the numbers 1 - 20 independently.*



G	B
✓✓✓✓	✓✓✓✓
5	4

Hannah made a chart of the children outside. She listed how many girls and how many boys were outside. Hannah was able to say that "There are 5 girls and 4 boys. That's 9 altogether".

Hannah counted her chart. "There are 15 children in and one child out. I have put a circle and a line because Brooke came in later".

Hannah.

Hannah made a chart. "This is circles for people who are out and lines for people who are in. It's a bit like a register but it's a chart". Hannah went around looking for children who were in class and who were outside.

Chloe was playing in the maths area. "I need three more" she said as she added some cubes to the circle. She then realised she had more than her friend. "Oh no, I have too many". She removed one. "Now we both have the same".

Cheri-May played basketball with another child. They decided to take it in turns and have 4 turns each. Cheri-May counted as her friend had a go - "My turn now, you've had 4!" she said.

Cheri-May enjoyed playing with the dominoes today. She matched the spots from one domino to the next, recognising the number straight away without having to count the spots. Well done Cheri-May!

Observation: When playing in the shop Christopher was able to use his shopping list to add 2 amounts. He said "the beans are 5 pence and the bananas are 3 pence, altogether that is 8 pence."

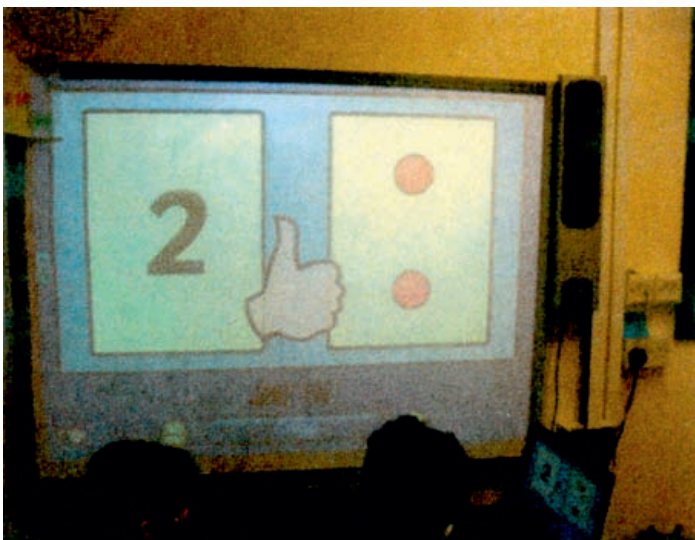


Hakima had chosen to collect all of the purple objects. She lined them all up and told me there were 16. She knew that 16 was a 1 and a 6. She could confidently tell me 1 and 2 more or less than 16, without counting, and she knew how to write each number.

Hakima was cutting fruit at the snack table. She chopped a banana into 5 pieces & put them into the bowl. She then cut another 4 pieces - "Now there are 9 pieces of banana!" she said.

Hakima was able to use the computer and smart board to play a maths game. Hakima had to count the spots then click on 'snap' if it matched the number. She got them all correct.

Hakima and her 3 friends went to work in the paint area. As they were sitting down Hakima looked at the chairs and said "we need another chair, we've only got 3!" She went and got another chair.



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





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