

Objective No	Mathematics Shape, space and measure	
	Gender / Ethnicity	
	Total targets	
	Number Met	
1	Birth - 11 Months	Babies' early awareness of shape, space and measure grows from their sensory awareness and opportunities to observe objects and their movements, and to play and explore. See Characteristics of Effective Learning - Playing and Exploring, and Physical Development.
2	8 - 20 Months	Recognises big things and small things in meaningful contexts.
3		Gets to know and enjoy daily routines, such as getting-up time, mealtimes, nappy time, and bedtime.
4	16-26 months	Attempts, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles.
5		Uses blocks to create their own simple structures and arrangements.
6		Enjoys filling and emptying containers.
7		Associates a sequence of actions with daily routines.
8		Beginning to understand that things might happen 'now'.
9	22-36 months	Notices simple shapes and patterns in pictures.
10		Beginning to categorise objects according to properties such as shape or size.
11		Begins to use the language of size.
12		Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'.
13		Anticipates specific time-based events such as mealtimes or home time.
14	30-50 months	Shows an interest in shape and space by playing with shapes or making arrangements with objects.
15		Shows awareness of similarities of shapes in the environment.
16		Uses positional language.
17		Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.

18		Shows interest in shapes in the environment.
19		Uses shapes appropriately for tasks.
20		Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.
21	40-60 months	Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.
22		Selects a particular named shape.
23		Can describe their relative position such as 'behind' or 'next to'.
24		Orders two or three items by length or height.
25		Orders two items by weight or capacity.
26		Uses familiar objects and common shapes to create and recreate patterns and build models.
27		Uses everyday language related to time.
28		Beginning to use everyday language related to money.
29		Orders and sequences familiar events.
30		Measures short periods of time in simple ways.
31	EL Goal	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
32	KS1	Working on KS1 objectives