

Shape, Space & Measures



ELG: expected - Children use everyday language to talk about size, weight, capacity, position, distance, time & money to compare quantities & objects and to solve problems. They recognise, create and describe patterns.

Steps to achieve the expected standard

Children need to have achieved all of the strands and skills within 40-60mths AND all of the strands and skills of the ELG statement independently and consistently. It would be unlikely for your child to achieve expected unless they also achieve expected for Speaking and Understanding.

Early Years Outcomes 40-60mths

- Beginning to use mathematical names for 'solid' 3D shapes & 'flat' 2D shapes & mathematical terms to describe shapes.
- Selects a particular named shape.
- Can describe their relative position such as 'behind' or 'next to'.
- Orders two or three items by length or height.
- Orders two items by weight or capacity.
- Uses familiar objects and common shapes to create & recreate patterns & build models.
- Uses everyday language related to time.
- Beginning to use everyday language related to money.
- Orders and sequences familiar events.
- Measures short periods of time in simple ways

How can we support this?

Beginning to use mathematical names for 'solid' 3D shapes & 'flat' 2D shapes & mathematical terms to describe shapes.

Talk to your child about the shapes of objects that they use on a daily basis, eg. if they want 'Pringles' say they are in a cylindrical tub and elaborate on this by explaining that it has 2 circular faces and a rectangular face. If they point to the clock, say it has a circular face and that it is made from one edge that goes all the way round.

Selects a particular named shape.

Can your child select a particular shape from a combination of shapes? Use boxes/box faces/toys etc.

Can describe their relative position such as 'behind' or 'next to'.

When asking your child to pass you something model the use of positional language eg pass me the book underneath the cushion. When your child wants something or wants to put an object somewhere, encourage them to describe where they are placing the item in relation to other objects

Orders two or three items by length or height.

Can your child measure and compare items and then place them in order? This could be done by measuring toys, items in the food cupboard. Racing cars, which goes the furthest?

Orders two items by weight or capacity.

Encourage your child to hold 2 objects and say which they think is heavier and explain why they think that. When your child is in the bath (or helping with the dishes/washing the car!) give them different tubs and containers to fill/measure and compare with water. Can they say how many small containers it will take to fill a big container? Can they prove it?

Uses familiar objects and common shapes to create & recreate patterns & build models.

Any object is great for pattern building, eg book, teddy, book, teddy. The challenge here comes when there are several of one item and 1 or 2 of another. Can they recognise the pattern? Can they repeat the pattern? Can they explain the pattern?

Uses everyday language related to time.

Time is so much more than clocks and watches! Egg/kitchen timers can be used to measure how many eg jumps they can do in 1 minute? How many times can they write their name whilst they wait for their tea? Once your child recognises the numerals to 12 then they are ready to start looking at clocks. This can be as simple as, if you get in to the car and the 'big hand' is on 4 look to see what number it is on when you get out. How many numbers did it take? Adults modelling the correct terminology for time is vital. How many times do we say "In a minute" and if it was to be measured it would be more like 10?!

Beginning to use everyday language related to money.

Playing shop with the coins in the slummy jar is the best way for children to learn coins and the values of them. Keep prices under 20p. Start using 1ps as this is how children learn to count. Progress on to 2ps, explaining that 2 1ps can be exchanged for a 2p coin as they are worth the same value. This will then help your child to learn how to count in 2s. Then progress on to 5ps and then 10ps

Orders and sequences familiar events.

This can be through pictures or orally. Can your child sequence their typical day's activities? Can they talk about and sequence the events within a story? Can they tell you the process for making a bed/cup of tea/getting ready for a bath?

Measures short periods of time in simple ways

Can your child use a stop watch/timer on a mobile phone to measure how long it takes to complete a task?

To achieve the **expected standard within the ELG**, your child needs to be able to achieve all of the above independently showing evidence of using everyday language to talk about size, weight, capacity, position, distance, time & money to compare quantities & objects and to solve problems. They need to be able to recognise, create and describe patterns.

To achieve the **exceeding standard within the ELG**, your child needs to be able to achieve all of the above independently **and** estimate, measure, weigh and compare and order objects and talk about properties, position and time with an emphasis on the application of knowledge.