# Children’s Math Development

Here’s a look at how children develop math skills, age by age – and how you can help them along their path to math!

<table>
<thead>
<tr>
<th>Age Range</th>
<th>What A Child May...</th>
</tr>
</thead>
</table>
| 0 to 2    | - Use their senses to identify familiar objects and people nearby.  
           | - Begin to predict and anticipate sequences of events.  
           | - Notice cause-and-effect relationships (baby cries and gets picked up).  
           | - Begin to classify objects in a simple but thoughtful manner (toys that roll, toys that don’t).  
           | - Use language to classify objects according to basic characteristics, such as type (animals, blocks).  
           | - Recognize relative size (baby is small, parents are big).  
           | - Begin to understand quantity (baby is hungry for more food).  |
| 2 to 3    | - Begin to understand the concept and use of numbers – for example, they are able to give one or two objects when asked for them.  
           | - Begin to count, but sometimes count the same object twice or skip objects.  
           | - Understand and use words that describe how objects relate to each other, such as fast, slow, heavy, under.  
           | - Use spatial language to fit large puzzle pieces into place.  
           | - Notice patterns in the things they see and hear.  |
| 3 to 4    | - Count accurately up to 5.  
           | - Recognize and look for geometric shapes in the environment, such as squares and circles.  
           | - Enjoy sorting and classifying objects, usually by only one attribute at a time – color, shape, size.  
           | - Begin to classify things by their uses.  
           | - Notice and describe similarities and differences.  
           | - Make cause-and-effect predictions.  |
| 4 to 5    | - Enjoy playing games involving numbers.  
           | - Count objects up to 10 or 20 with less skip-counting or double counting.  
           | - Use spatial awareness to confidently put puzzles together.  
           | - Begin to recognize and describe 3D shapes and recognize 2D shapes regardless of transformation.  
           | - Begin to use sequential language – e.g. first, second, last.  
           | - Use measurable attributes such as height, size and length to compare objects.  |

Adapted from the January 2001 Issue of *Early Childhood Today*