

Early Learning Goals	Learning Objectives	Learning Activities/Experiences
<ul style="list-style-type: none"> 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. Shape, space and measures: children use 	<p>Recites numbers in order to 10. Knows that numbers identify how many objects are in a set. Compares two groups of objects, saying when they have the same number. Shows an interest in number problems. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Counts objects to 10, and beginning to count beyond 10. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Counts an irregular arrangement of up to ten objects. Finds the total number of items in two groups by counting all of them. Finds one more or one less from a group of up to five objects, then ten objects. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Records, using marks that they can interpret and explain.</p> <p>Shows an interest in shape and space by playing with shapes or making arrangements with</p>	<p>Use a variety of finger rhymes to reinforce numbers to 5/10/20 Fill in the missing numbers on a number line to 10/20 Make price tags for the shoe shop correctly representing numbers Use coins to pay in the role play. Solve simple addition and subtraction puzzles with coins. Addition and subtraction jigsaw puzzles Draw round coins to make given amounts for purchasing shoes using real coins to draw round and make totals. Sequence numbers on number lines with pegs and with jigsaws Count groups of objects e.g. a group of shoes and write or match the number. Count in 2's – Pairs of socks and shoes. Find one more and one less than a given number Begin to solve problems such as sharing, dominoes etc fairly. Use language such as half and share. Count pieces to ensure every child has the same number Play Little red hen and Enormous turnip board games, moving the correct number of spaces as indicated by the dice. Use Numicon resources to match shapes to pictures, cover a board with shapes, match shapes to numerals and for addition and subtraction puzzles.</p>

<p>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.</p>	<p>objects. Shows awareness of similarities of shapes in the environment. Uses positional language. Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. Uses shapes appropriately for tasks. Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and 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 and recreate patterns and build models. Beginning to use everyday language related to money. Orders and sequences familiar events.</p>	<p>Copy a pattern by making a matching sock Thread 3D beads onto a string, making patterns and naming the shapes used Make a gingerbread house using 3D shapes and construction equipment Build a cardboard house and decorate with sweet and biscuit shapes. Talk about the shapes used Order a group of vegetables by size and weight (2 or more) Sort farm animals in different ways - number of legs, size etc Ordinal numbers – put the people in a story (the enormous turnip) in the correct order 1st, 2nd, 3rd ... Use positional language on a daily basis when lining up, getting into groups, setting out small world Make pictures with magnetic shapes and boards When solving problems, working in the shoe shop, use the language of money Sequence pictures from a familiar story</p>
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