Early Learning Goals	Learning Objectives	Learning Activities/Experiences
• **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 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.	• Select a small number of objects from a group when asked • Recite some number names in sequence • Create and experiment with symbols and marks representing ideas of numbers • Make comparisons between quantities • Use some language of quantities • Know that a group of things changes when something is added or taken away • Use some number names and language spontaneously • Recite numbers in order to 10 • Begin to represent numbers using fingers, marks on paper or pictures • Sometimes match numeral and quantity correctly • Show an interest in numerals in the environment • Realise anything can be counted e.g. steps, claps • Recognise numerals 1 to 5 • Anticipate specific time based events such as lunch/hometime • Understand some talk about immediate past and future e.g. before, later, soon	Use a variety of finger rhymes to reinforce numbers to 5/10. Fill in the missing numbers on a number line to 10/20 Make price tags for the toy shop Use money fans to show amounts and coins to pay in the role play. Complete simple additions. Sequence numbers on number lines with pegs and with jigsaws. Colour by number pictures and count fireworks/bonfire night pictures Roll and colour games. Nursery -match bears by size and count 1:1 with teddy bears and picnic food. Count groups of toys. Which is the most popular toy? How many children like that toy? Play shopping games – 'I need one more toy, how many will I have now?' Also with one less (Education City games) Develop positional language by asking children to move a toy under, behind and through obstacles. Use a set of different sized vehicles. Guess which vehicle will travel the furthest when sent down a ramp. Sort toys by size colour and type e.g. dressing up, construction, battery-powered etc Play toy bingo with amounts up to 10p/20p Roll old toy cars in paint and print the tracks. Talk

	- Begin to use the language of size - Show an interest in shape and space by playing with shapes or making arrangements with objects - Use positional language - Begin to talk about the shapes of everyday objects e.g. tall, round	about the shapes and patterns made. Use stacking and grading toys to reinforce comparative vocabulary – smaller/smallest, bigger/biggest. Look for shapes in the toy shop. Can we find any circles? – Wheels/balls Build roads and towers – order by height and length Read 'Toyshop teddies' (toys and games p40). Make a collection of 5 bears to match those in the story. Take away the bears as we read the story. How many left? Add the correct number of stars to the firework pictures – 5/10/20 Sort toys or bears by size, colour and age