

Early Learning Goals	Learning Objectives	Learning Activities/Experiences
<ul style="list-style-type: none"> <li><b>Numbers:</b> 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.</li> <li><b>Shape, space and measures:</b> children use</li> </ul>	<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. Begin to use simple addition and subtraction jigsaw puzzles Sequence numbers on number lines with pegs and with jigsaws 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 Use Numicon resources to match shapes to pictures, cover a board with shapes, match shapes to numerals and for addition and subtraction puzzles. Match dwarves to hats and count to make sure each dwarf has a plate, and chair. Share objects equally between the dwarves. Count to 7 and back to 0 Count how many blocks or bean seeds will cover a Giant's hand and your hand. Count how many leaves, beans, clouds etc on a Jack and the Beanstalk picture. Match number to quantity – roll a dice and count the number of spots, place that number of buttons on a gingerbread man and find the correct numeral.</p> <p>Thread 3D beads onto a string, making patterns and naming</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>the shapes used Make a house to fit one of the 3 little pigs using 3D shapes, straw, sticks and construction equipment Build cardboard houses of different sizes for the Giant and for Jack. Order by size (Goldilocks and the 3 bears) – big, middle sized, small Ordinal numbers – put the characters in a story (the gingerbread man and the 3 little pigs) in the correct order 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> ... Use positional language on a daily basis when lining up, getting into groups, setting out small world. Make pictures with magnetic shapes and boards Sequence pictures from a familiar story Measure how tall our bean seeds have grown. Whose is the tallest/shortest?</p>
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