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 • Begin to use the language of size	Draw round feet. Compare feet sizes and use them as non-standard measures for a variety of lengths. Use "Funnybones" as the stimulus for comparing sizes of dolls and teddies and to reinforce associated language for size. Play a Beetle drive type of game in which children throw a dice and each number corresponds to a part of the body. Use a variety of finger rhymes to reinforce numbers to5/10/20 Make handprints using paint, cut out and compare sizes. Use prints as leaves and ask children to stick on tree, using positional language. Measure lengths in hand spans. Play handy estimation game. (See p11"All About Me") Play number lotto and other games where children have to listen to instructions. Use small drums, tambourines, shakers for counting activities – children have to shake/hit a given number of times. Can they do 1 more/less? Count eye colours. Display results as bar chart. Put healthy foods in shopping basket e.g. 4 apples, 3 oranges, 2 carrots etc. Compare pictures of themselves as babies and talk about changes. Make a list of things they can do and things babies can do. Look at what babies need and what they need. What is the same? Make display of photos/objects which reflect aspects of their past – clothes, toys, equipment (baby). Look at "The Baby's

	- 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	Catalogue" talk about what babies need. Compare photos of children as babies and how they are now. Do other children recognise their peers? Create 'people time lines' or 'family feely' bag with articles which belong to people at different ages and stages – do they wear the same clothes as….? Read the same….? Play with the same toys….? Using gummed paper shapes, make pictures of people. Talk about shapes used. Measure heights on a wall chart. Make individual flowers showing the height of each child