

Number:

Early Learning Goal:

Children count reliably with numbers from one to twenty, 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.

Children will learn to:

- recognise some numerals of personal significance
- recognise numerals 1 to 5
- count up to three or four objects by saying one number name for each item
- count actions or objects which cannot be moved
- count objects to 10, and begin to count beyond 10
- count out up to six objects from a larger group
- select the correct numeral to represent 1 to 5, then 1 to 10 objects
- count an irregular arrangement of up to ten objects
- estimate how many objects they can see and check by counting them
- use the language of 'more' and 'fewer' to compare two sets of objects
- find the total number of items in two groups by counting all of them
- say the number that is one more than a given number
- find one more or one less than from a group of up to five objects, then ten objects
- in practical activities and discussions, beginning to use the vocabulary involved in adding and subtracting
- record, using marks that they can interpret and explain
- begin to identify own mathematical problems based on own interests and fascinations

Little Paxton

Primary School

Early Years

Mathematics



Shape, Space and Measure:

Early Learning Goal:

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.

Children will learn to:

- beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes
- select a particular named shape
- describe their relative position such as 'behind' or 'next to'
- order two or three items by length or height
- order two items by weight or capacity
- use familiar objects and common shapes to create and recreate patterns and build models
- use everyday language related to time
- beginning to use everyday language related to money
- order and sequence familiar events
- Measure short periods of time in simple ways