

EYFS Curriculum Goals	First check point End F1	Second Check point December	Third checkpoint March	Final Checkpoint June	Linked ELGs
<p>To be able to count, recognise and write numerals to 10.</p>	<p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p><i>Compare quantities using language: 'more than'; 'fewer than'.</i></p> <p><i>Understand position through words alone – for example, "The bag is under the table," – with no pointing.</i></p> <p><i>Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'</i></p> <p><i>Make comparisons between objects relating to size, length, weight and capacity</i></p> <p><i>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</i></p> <p><i>Combine shapes to make new ones - an arch, a bigger triangle etc. Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper</i></p> <p><i>Use informal language like 'pointy', 'spotty', 'blobs' etc.</i></p> <p><i>Extend and create ABAB patterns – stick, leaf, stick, leaf.</i></p>	<p>Fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Recite numbers past 5.</p> <p>Show 'finger numbers' up to 5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Count objects, actions and sounds</p> <p>Join in with Number rhymes and counting activities supporting composition of 5</p> <p><i>Compare groups of objects identifying more, fewer and the same (numbers to 6)</i></p> <p><i>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</i></p> <p><i>Notice and correct an error in a repeating pattern.</i></p> <p><i>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</i></p>	<p>Confidently subitise up to 5</p> <p>Link the number symbol (numeral) with its cardinal number value up to 10.</p> <p>Explore and understand pairs.</p> <p>Compare numbers within 10.</p> <p>Use a number track to support identifying more or fewer.</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Count beyond ten verbally</p> <p>Explore different ways to make 5, 6, 7, 8 and 9 – using tens frames and objects/ numicon.</p> <p>Begin to spot doubles</p> <p>Understand composition of 5 and start to recall number bonds to 5</p> <p><i>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</i></p> <p><i>Continue, copy and create repeating patterns</i></p> <p><i>Compare length, weight and capacity</i></p>	<p>Explore the composition of numbers to 10.</p> <p>Automatically recall number bonds to 5</p> <p>Recall some number bonds to 10</p> <p>Begin to count beyond 20 verbally.</p> <p>Remember some double facts.</p> <p><i>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</i></p>	<p>M:N</p> <p>-Have a deep understanding of number to 10, including the composition of each number.</p> <p>-Subitise (recognise quantities without counting) up to 5.</p> <p>-Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>M:NP</p> <p>-Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>-Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>-Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</p>