Bridekirk Dovenby CE Primary School EYFS Curriculum Goals

Linked to our **whole school** Curriculum Drivers: Community Values Active Adventure Initiative & Independence Possibilities Worldwide

EYFS Curriculum Goals		First milestone	Second milestone	Third milestone	Final milestone	Linked ELG's
Observe	To closely observe numbers to 10, recognise patterns and solve problems. *All lessons planned from the White Rose Maths EYFS scheme.* To observe and use computational thinking during problem solving activities. *Computational thinking activities planned using Barefoot Computing which mostly uses an 'unplugged approach'.*	Children will say one number for each numeral in order 1,2,3,4,5. Children will know that the last number reached when counting a small set of objects tells how many there are in total (cardinality). Children will experiment with their own symbols and marks as well as numerals. Children will compare quantities using language; 'more than' and 'fewer / less than'. Children will understand positional language without prompts; 'The bag is under the table'. Children will be able to describe a familiar route. Children will discuss routes and locations using positional language. Children will make comparisons between objects relating to size, length, weight and capacity. Children will select shapes appropriately; a flat surface shape for building, a cone for a tower etc. Children will combine shapes to make new ones. Children will talk about and identify patterns around them. Children will use informal language to describe shapes and patterns. Children will extend a simple ABAB pattern. Children will be involved in: ***Tinkering*** *(playing and exploring)* ***Making*** *(making, checking and fixing),* *use* ***pattern*** *(group, compare, spot similarities and differences, working out rules.* (Computational thinking) I can notice patterns using colours and shapes and am able to make and describe a pattern of my own.	Children will be able to recognise 3 objects in a set without counting (subitising). Children will recite numbers beyond 5. Children will show 'fingers numbers' to 5. Children will link numerals to amounts, counting the correct number of objects to match the numeral given. Children will attempt to solve 'real-life-word problems up to 5. Children will be able to count actions and sounds as well as objects. Children will confidently join in with counting rhymes supporting the composition of 5, using finger numbers where appropriate. Children will compare groups of objects identifying more, fewer and the same amount up to 6. Children will explore and discuss 2D and 3D shapes using informal and mathematical language. Children will identify and correct an error in a repeating pattern (ABAB, or AABAAB etc) Children will begin to describe a sequence of events, real or fictional, using sequencing words such as 'first, then, after that'. Children will be involved in: **Persevering** using **logic** *(anticipating and explaining logical reasoning)* (Computational thinking) I can take part in counting activities, comparing numbers and using mathematical language to describe them.	Children will confidently subitise up to 5 objects. Children will link the numeral with its cardinal number value up to 10. Children will explore and understand pairs. Children will compare numbers and amounts within 10. Children will use a number track to support identifying more or fewer. Children will explore and begin to understand the 'one more than / one less than' relationship between consecutive numbers. Children will count verbally beyond 10. Children will explore different ways to make 5,6,7,8 and 9 using ten frames, objects and numicon. Children will begin to spot doubles. Children will show understanding of the composition of 5 and start to recall number bonds to 5. Children will select, rotate and manipulate shapes in order to develop spatial reasoning skills. Children will continue, copy and create repeating patterns. Children will compare length, weight and capacity in practical situations. Children will be involved in: ***Abstraction*** *(naming and labelling, working out what is important, sticking to the main theme, ignoring what is not important, creating a summary)* **Algorithms and decomposition** *(responding to instructions, ordering things, sequencing things, introducing storylines, working out different ways to do things, breaking problems down into steps)* (Computational thinking) I can investigate different maths games considering ideas for my own game.	Children will explore the composition of numbers to 10. Children will be able to show quick recall of number bonds to 5. Children will be able to recall some number bonds to 10. Children will be able to count to 20 verbally. Children will be able to remember some doubles facts. Children will compose and decompose shapes so that they recognise a shape can have other shapes within in just as numbers can.	**Mathematics:** Number -Have a deep understanding of number to 10, including the composition of each number. -Subitise (recognise quantities without counting) up to 5. -Automatically recall (without reference to rhymes, counting or other aids) number bonds to 5 (including subtraction facts) and some number bonds to 10, including some double facts. **Mathematics:** Numerical Patterns -Verbally count beyond 20, recognising the pattern of the counting system. -Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. -Explore and represent patterns within numbers to 10, including evens and odds, double facts and how quantities can be distributed evenly.

I can design and make a maths game for my friends to play.