

Saint John's C of E Primary School EYFS Curriculum Goals

'like a tree, flourishing in God's unfailing love' (Psalm 52:8).|



Maths Checkpoints - Reception

Checkpoint	Maths - Numbers	Maths - Numerical Patterns	Shape, Space and Measure
September	Subitise to 3. Represent 1 - 3 on fingers, on a tens frame and with objects.	Join in with number songs, attempting to represent numbers using fingers where appropriate. Recite numbers to 10 or beyond. Demonstrate understanding that we use one number for each item, when counting. Attempt to count objects, actions and sounds. Use and understand the term "more" in practical contexts.	Describe the size or shape of real-life objects using simple mathematical vocabulary, e.g. <i>big/small, round/straight</i> . Time - understand <i>first/next</i> <i>Sorting/matching</i> - sort groups of objects according to different criteria
Christmas	Subitise to 4. Discuss composition of numbers to 4, showing some automatic recall of number facts. Begin to recognise parts within numbers. E.g. Look at 4 buttons and say "I can see a group of 2 and another group of 2"	Recite numbers to 20 confidently. Count back from 10. Demonstrate understanding of the cardinal principle when counting objects. Show accuracy when counting a group of up to 5/10 objects. Use and understand the terms more and fewer/less in practical contexts. Understand the term equal when comparing two groups of objects.	Time - Understand <i>yesterday/today/tomorrow</i> . Recite days of the week. Shape - Identify straight and curved sides on 2D shapes, and flat and curved faces on 3D shape Use shapes to make pictures/models. Measure - use and understand the terms short/tall, large/small. Sequence 4 items according to these criteria.
Easter	Discuss composition of numbers to 4, showing some automatic recall of number facts. Confidently subitise rather than count small groups of objects.	Recite numbers to 20 and back from 20. Count on from a given number to 20 and back from a given number 0 - 10.	Demonstrate understanding of everyday prepositions - in, on, under, beside, in front, behind. Time - Use and understand <i>before/after</i> Shape - Select, rotate and manipulate shapes to match a picture, fit an outline or create patterns.

Saint John's C of E Primary School EYFS Curriculum Goals

'like a tree, flourishing in God's unfailing love' (Psalm 52:8).|



	Subitise to 5 using familiar concept images (e.g. a tens frame, with Numicon and using fingers)	Show accuracy when counting a group of objects, showing 1 to 1 correspondence & confident application of the cardinal principle. Say the number one more/less than a given number 1 - 10. Explore sharing into equal groups in practical contexts, commenting on what they notice.	Pattern - continue a simple AB, ABC pattern
EOY incl. ELG	ELG - Have a deep understanding of number to 10, including the composition of each number. ELG - Subitise (recognise quantities without counting) up to 5. ELG - 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.	ELG - Verbally count beyond 20, recognising the pattern of the counting system. ELG - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. ELG - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally	NO ELG FOR THIS AREA. Use everyday language to discuss length, size, height, weight, time, position and capacity. Use this language to make simple observations, e.g. this is heavier than that. Shape - Understand and use correct mathematical language to describe 2D and 3D shapes (e.g. vertices, sides, edges, faces, flat/curved). Shape - Know some common 2D and 3D shapes. Pattern - create, copy and continue a simple pattern
Those working in Greater Depth may...	Be able to "conceptually subitise" to 10 or beyond. Know number bonds to 10 or beyond. Link subtraction and addition in meaningful ways, e.g. when exploring the part-whole model. Make strong links between areas of their learning, e.g. doubling/halving.	Make estimations based on their "number knowledge/sense", e.g. <i>that number must be greater than 20 because I can see two full tens and a part finished ten.</i> Apply their number knowledge to solve problems, e.g. <i>It takes 3 eggs to</i>	Pattern - create patterns of increasing complexity, e.g. ABCCABCC or spot errors in a given pattern. Shape - confidently discuss the properties of common and irregular 2D and 3D shapes, e.g. giving clues. Make predictions and link their knowledge of number to their work on measures, e.g. <i>The red car</i>

Saint John's C of E Primary School EYFS Curriculum Goals

'like a tree, flourishing in God's unfailing love' (Psalm 52:8).



		<i>make a cake so I must need 6 for two cakes.</i>	<i>weighed 4 cubes and the green one is heavier so it might weigh 6 cubes.</i>
--	--	----------------------------------------------------	--------------------------------------------------------------------------------