

St Edmund Campion Foundation Stage Curriculum Goals



EYFS Curriculum goals		Step 1	Step 2	Step 3	Final step	Links to ELG
Count	To be confident using numbers to 10 and recognise how numbers are constructed.	<p>I can count 1 to 1 up to 5 or 10 objects</p> <p>I can verbally count to 10 or 20</p> <p>I know that the last number counted tells you how many there are (cardinality)</p> <p>I can show finger numbers up to 5</p> <p>I can match numerals to groups of objects up to 5 or 10</p> <p>I can compare quantities using more than or fewer than</p> <p>I can talk about 2D and 3D shape using informal and mathematical language</p> <p>I can understand position using words not gestures.</p> <p>I can make comparisons between objects relating to size and length. .</p>	<p>I can sort and match objects using given or created criteria.</p> <p>I can compare amounts up to 5 which are larger and smaller.</p> <p>I can begin to use a 10 frame to represent numbers.</p> <p>I can create ABABA repeating patterns.</p> <p>I can notice and correct an error in a repeating pattern.</p> <p>I can begin to subitise up to 5 objects</p> <p>I can solve real world mathematical problems</p> <p>I can discuss routes and locations using positional language.</p> <p>I can make comparisons between objects related to length and capacity.</p> <p>I can explain how 1, 2 and 3, 4 and 5 can be composed of different quantities.</p> <p>I can recognise 2D shapes (square, rectangle, triangle and circle) and talk about their properties.</p> <p>I can measure time in simple ways</p>	<p>I can confidently subitise up to 5 objects</p> <p>I can recognise 0.</p> <p>I can recognise how 6, 7, 8 and 9 can be composed of different quantities.</p> <p>I can compare objects by weight.</p> <p>I can confidently use a 10 frame to represent a number.</p> <p>I can confidently show the composition of numbers using part part whole.</p> <p>I can write addition number sentences.</p> <p>I can write takeaway number sentences.</p> <p>I can compare length and height.</p> <p>I can recognise some time vocabulary.</p> <p>I can recognise number bonds to 10.</p> <p>I can name some 3D shapes (cylinder, sphere, pyramid, cube and cuboid) and describe them using mathematical language.</p>	<p>I can begin to recognise the composition of numbers beyond 10.</p> <p>I can begin to recognise counting patterns beyond 10.</p> <p>I can build more complex arrangements of shape.</p> <p>I can double numbers.</p> <p>I can share numbers and recognise that some numbers cannot be shared fairly.</p> <p>I can recognise odd and even numbers.</p> <p>I can use positional language to describe models and structures.</p> <p>I can order and write my numbers to 20.</p> <p>I can count to 20 and higher.</p> <p>I am confident comparing quantities.</p> <p>I can represent patterns in numbers up to 10.</p>	<p>M:N -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 up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>M:NP -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 up to 10, including evens and odds, double facts and how quantities can be distributed equally</p>

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