

Area of learning	Children will be learning to	Why this is important and how we support development - (from the EYFS framework)	Laurel Avenue Curriculum Goals
<p>Mathematics</p>	<p>Two-year-olds</p> <ul style="list-style-type: none"> • Count in everyday contexts • Say number rhymes • Develop awareness of space and direction by moving objects, and themselves, and fitting them into spaces • Compare sizes and weights • Look at patterns • Begin to develop mathematical vocabulary appropriate to their activities 	<p><i>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</i></p>	<p>To be interested in numbers and counting</p>

<p><i>Communication and language</i></p>	<p>Three- and four-year-olds</p> <ul style="list-style-type: none"> • <i>Count sets of objects to 5</i> • <i>Recite numbers past 5</i> • <i>Recognise numerals to 5 and match to sets of objects</i> • <i>Subitise to 3</i> • <i>Solve problems and choose how to record their findings</i> • <i>Use and combine shapes to build and make pictures</i> • <i>Use vocabulary to describe and compare shapes and sizes</i> • <i>Use positional language</i> • <i>Use time-related language</i> • <i>Understand and talk about simple patterns</i> 	<p><i>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</i></p>	<p>To use number knowledge in everyday situations</p>
	<p>Reception</p> <ul style="list-style-type: none"> • <i>Count sets of objects to 10</i> • <i>Count beyond 10</i> • <i>Subitise (small numbers)</i> • <i>Link numerals to their value</i> • <i>Understand more / less/ fewer/ one more/ one less</i> • <i>Recall number bonds to at least 5 and use this knowledge in practical situations</i> • <i>Develop spatial reasoning</i> • <i>Continue, copy and create repeating patterns</i> • <i>Compare length, weight and capacity</i> 		<p>To apply maths knowledge and skills to practical situations</p>