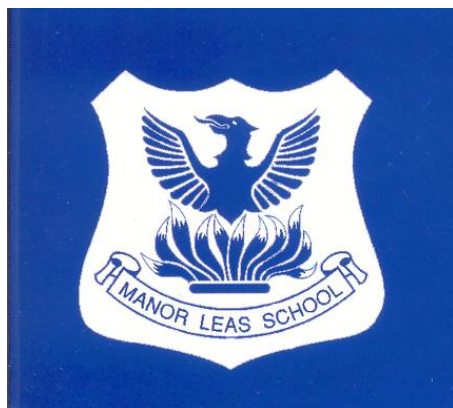


My
Learning
Goals
for
EYFS



Maths

- Count objects, actions and sounds
- Subitise (to be able to look at a group of objects and realise how many there are without counting)
- Link the number symbol (numeral) with its cardinal number value
- Count beyond ten
- Compare numbers
- Understand the 'one more than/one less than' relationship between consecutive numbers
- Explore the composition of numbers to 10
- Automatically recall number bonds for numbers 0–5 and some to 10
- Select, rotate and manipulate shapes to develop spatial reasoning skill.
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can
- Continue, copy and create repeating patterns
- Compare length, weight and capacity



Number Early Learning Goal:

- 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

Numerical Patterns Early Learning Goal:

- 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

Our main focus in Reception is developing number sense: subitising, composition of numbers, and number bonds. These foundations help children to see how numbers work, so they can make sense of larger numbers later on. While we celebrate when children can count higher, our priority is for them to develop real confidence and understanding with numbers to 10 and 20.

Key Instant Recall Facts (KIRFs)

- Count to 10 from any given number.
- Recognise quantities to 5 and begin to match numerals.
- Use practical resources to add one more to quantities up to 10 with reasoning (“It’s 6 because it’s 5 and 1 more”)
- Compose and decompose numbers to 5 in more than one way, explaining composition (“2 and 2 and 1 make 5; 3 and 1 and 1 make 5”).
- Recall and use number bonds within 5 and begin to recall some bonds within 10, explaining composition (“6 is 4 and 2”).
- Make and describe doubles within 5 and explore halving these numbers using practical contexts.

Reading



- Read individual letters by saying the sounds for them
- Blend sounds into words, so that they can read short words made up of known letter–sound correspondences
- Read some letter groups that each represent one sound and say sounds for them
- Read a few common exception words matched to the school’s phonic programme
- Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment
- Form lower-case and capital letters correctly
- Spell words by identifying the sounds and then writing the sound with letter/s
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop
- Re-read what they have written to check that it makes sense

Comprehension Early Learning Goal:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
- Anticipate – where appropriate – key events in stories
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play

Word Reading Early Learning Goal:

- Say a sound for each letter in the alphabet and at least 10 digraphs
- Read words consistent with their phonic knowledge by sound-blending
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words

Writing

- Form lower-case and capital letters correctly
- Spell words by identifying the sounds and then writing the sound with letter/s
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop
- Re-read what they have written to check that it makes sense

Writing Early Learning Goal:

- Write recognisable letters, most of which are correctly formed
- Spell words by identifying sounds in them and representing the sounds with a letter or letters
- Write simple phrases and sentences that can be read by others



Important words to learn

I	he	like
is	of	some
the	we	come
put	me	love
pull	be	do
full	was	were
as	you	here
and	they	little
has	my	says
his	by	there
her	all	when
go	are	what
no	sure	one
to	pure	out
into	said	today
she	so	
push	have	

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