



EYFS Maths Curriculum Overview

<p>EYFS Curriculum – Statutory Early Learning Goals (See also EYFS Curriculum Folder)</p>	<p>White Rose EYFS Curriculum</p>	<p>National Curriculum Objectives Year 1</p>
<p>Mathematics: Number</p> <ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. <p>Mathematics: Numerical Patterns</p> <ul style="list-style-type: none"> 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. 	<p>Autumn: Phase 1: Just Like Me! – Match, Sort and Compare</p> <p>Autumn: Phase 3: It's Me 1 2 3!</p> <p>Autumn Phase 5: 1, 2, 3, 4, 5</p> <p>Spring Phase 1: Alive in 5</p> <p>Spring Phase 3: Growing 6, 7, 8</p> <p>Spring Phase 5: Building 9 and 10</p> <p>Summer Phase 1: To 20 and beyond</p> <p>Summer Phase 2: How many now?</p> <p>Summer Phase 3: Manipulate, compose and decompose</p> <p>Summer Phase 4: Sharing and grouping</p>	<p>Number and Place Value:</p> <ul style="list-style-type: none"> Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens. Given a number, identify one more and one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. Read and write numbers from 1 to 20 in numerals and words.
<p>Mathematics: Number</p> <ul style="list-style-type: none"> 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>Mathematics: Numerical Patterns</p> <ul style="list-style-type: none"> 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>Autumn: Phase 1: Just Like Me! – Match, Sort and Compare</p> <p>Autumn: Phase 3: It's Me 1 2 3!</p> <p>Autumn Phase 5: 1, 2, 3, 4, 5</p> <p>Spring Phase 1: Alive in 5</p> <p>Spring Phase 3: Growing 6, 7, 8</p> <p>Spring Phase 5: Building 9 and 10</p> <p>Summer Phase 1: To 20 and beyond</p> <p>Summer Phase 2: How many now?</p> <p>Summer Phase 3: Manipulate, compose and decompose</p> <p>Summer Phase 4: Sharing and grouping</p>	<p>Addition and Subtraction</p> <ul style="list-style-type: none"> Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Represent and use number bonds and related subtraction facts within 20. Add and subtract one-digit and two-digit numbers to 20, including zero. Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = [] - 9$. Multiplication and Division Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

Mathematics: Shape, Space and Measures

There are no early learning goals that directly relate to shape, space and measure objectives. However, children will have experienced rich opportunities to develop their spatial reasoning skills in shape, space and measure.

Birth to 5 Matters:

Shape

Range 4

- Chooses puzzle pieces and tries to fit them in
- Recognises that two objects have the same shape
 - Makes simple constructions

Range 5

- Chooses items based on their shape which are appropriate for the child's purpose
 - Responds to both informal language and common shape names
 - Shows awareness of shape similarities and differences between objects
- Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes
 - Attempts to create arches and enclosures when building, using trial and improvement to select blocks

Range 6

- Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes
- Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes
- Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build

Pattern

Range 4

- Joins in and anticipates repeated sound and action patterns
- Is interested in what happens next using the pattern of everyday routines

Range 5

- Creates their own spatial patterns showing some organisation or regularity
- Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC)
- Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next

Range 6

- Spots patterns in the environment, beginning to identify the pattern "rule"
- Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat

Measures

Range 4

- Explores differences in size, length, weight and capacity
- Beginning to understand some talk about immediate past and future
- Beginning to anticipate times of the day such as mealtimes or home time

Range 5

- In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items
- Recalls a sequence of events in everyday life and stories

Range 6

- Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy
- Becomes familiar with measuring tools in everyday experiences and play
- Is increasingly able to order and sequence events using everyday language related to time
 - Beginning to experience measuring time with timers and calendars

Autumn: Phase 1: Just Like Me! – Match, Sort and Compare

Autumn: Phase 2: Talk about measure and patterns

Autumn Phase 4: Circles and Triangles

Autumn Phase 6: Shapes with 4 sides

Spring Phase 2: Mass and Capacity

Spring Phase 4: Length height and time

Spring Phase 6: Explore 3D shapes

Summer Phase 5: Visualise, build and map

Summer Phase 6: Make connections

Measurement Compare, describe and solve practical problems for:

- lengths and heights (long/short, longer/shorter, tall/short, double/half)
- mass or weight (heavy/light, heavier than, lighter than)
- capacity/volume (full/empty, more than, less than, quarter)
- time (quicker, slower, earlier, later) Measure and begin to record:
 - lengths and heights
 - mass/weight
 - capacity and volume
 - time (hours, minutes, seconds)
- Recognise and know the value of different denominations of coins and notes.
- Sequence events in chronological order using language, such as before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.
- Recognise and use language relating to dates, including days of the week, weeks, months and years. • Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times Position and Direction
- Describe position, directions and movements, including half, quarter and three-quarter turns.
Shape
 - Recognise and name common 2D and 3D shapes, including circles, triangles, rectangles (including squares), pyramids, spheres and cuboids (including cubes).

