

EYFS Maths

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately, referring to the Characteristics of Effective Teaching and Learning

These are: **playing and exploring** – children investigate and experience things, and ‘have a go’; **active learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements for their own sake; **creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

In addition, the **Prime Areas of Learning (Personal, Social and Emotional Development, Communication and Language and Physical Development)** underpin and are an integral part of children’s learning in all areas.

EYFS Mathematics Educational Programme (Statutory)

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.

EYFS Maths Skills

Number and Numerical Patterns

- Develop the key skills of counting objects including saying the numbers in order and matching one number name to each item.
- Use cardinality to count, estimate a quantity and check, count out a number of items from a group and build counting into everyday routines/games/songs within the classroom.
- Identify children who have had less prior experience of counting and provide additional opportunities for counting practice.
- Subitise and check using small quantities in familiar patterns, quickly recall a number of objects from these patterns.
- Use appropriate resources, such as five and ten frames, to introduce the tens structure of the number system.
- Represent numbers in a variety of ways, including using fingers, objects, dots and spots alongside numerals within five and ten frames.
- Discuss the different ways children might record quantities (for example, scores in games), such as tallies, dots and using numeral cards.
- Count verbally beyond 20, pausing at each multiple of 10 to draw out the structure, for instance when playing hide and seek, or to time children getting ready.
- Use comparison of a wide variety of objects, using vocabulary appropriate to comparison.
- Distribute items evenly in a variety of ways, using stories to support and introduce one more or less. Show children what sharing equally is and is not.
- Focus on composition of 2, 3, 4 and 5 before moving onto larger numbers.



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- Emphasise the parts within the whole: play games which involve partitioning and recombining sets, especially to 5. Provide concrete experiences to build fluency.

Development Matters

- Count objects, actions and sounds.
- Subitise
- 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.
- Automatically recall number bonds for numbers 0–5 and some to 10.
- Select, rotate and manipulate shapes to develop spatial reasoning skills.
- 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.

Assessment

- To recall number bonds for numbers 0-5
- To communicate their mathematical thoughts through words, pictures, objects and numbers.
- To name different 2d shapes.
- To know the order of numbers to 10.
- To count to 10 and beyond .

Vocabulary

- One, two, three...
- There are objects
- More/less
- Share
- Equal
- Partition
- Part-Whole
- Number bonds



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- Pattern

ELG: Numbers and Numerical patterns (Statutory)

Children at the expected level of development will:

- 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.

Children at the expected level of development will:

- 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.