



Kingsland CE Primary School

Let your light shine



“Let your light shine before others that they may see your good deeds and glorify your Father in heaven.” Matthew 5:16

Exploring mathematics in the Early Years Foundation Stage

How does the curriculum provide a foundation of mathematical skills and knowledge in the EYFS?

Development Matters (linked to maths)	Early Learning Goals (linked to maths)	Bridge to KS1 (Y1) Curriculum	How might this look in our EYFS provision?
<p>Three- and Four-Year Olds</p> <ul style="list-style-type: none"> • Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: 'more than', 'fewer than'. • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. • Understand position through words alone – for example, "The bag is under the table," – with no pointing. Describe a familiar 	<p>Mathematics</p> <p>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. • 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>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 	<p>Number</p> <p>Number and place value</p> <p>Pupils should be taught to:</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>Addition and subtraction</p> <p>Pupils should be taught to:</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 $7 = \square - 9$. <p>Multiplication and division</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • We follow the White Rose maths scheme, linked to the NCETM maths mastery programme. • Use of YR Mastering Number and Numberblocks materials • Children have daily Maths input. • We have a Maths working wall for children to refer to. • 1-minute maths on the White Rose App • Staff are part of the SHaW Maths Hub • Counting in the environment. • Continuous provision maths activities. • Number lines and resources throughout the indoor and outdoor environment. • Weekly playing maths games independently or with an adult.

<p>route. Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <ul style="list-style-type: none"> • Make comparisons between objects relating to size, length, weight and capacity. • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. • Combine shapes to make new ones – an arch, a bigger triangle, etc. • Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' <p>Reception</p> <ul style="list-style-type: none"> • 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. • 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 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. 	<p>when one quantity is greater than, less than or the same as the other quantity.</p> <ul style="list-style-type: none"> • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 	<p>Fractions</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • recognise, find and name a half as one of two equal parts of an object, shape or quantity • recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. <p>Measurement</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • compare, describe and solve practical problems for: • lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] • mass/weight [for example, heavy/light, heavier than, lighter than] • capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] • time [for example, quicker, slower, earlier, later] • measure and begin to record the following: • 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 [for example, 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. <p>Geometry</p> <p>Properties of shapes</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • recognise and name common 2-D and 3-D shapes, including: • 2-D shapes [for example, rectangles (including squares), circles and triangles] • 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. <p>Position and direction</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • describe position, direction and movement, including whole, half, quarter and three quarter turns. 	<ul style="list-style-type: none"> • Measuring using blocks, rulers or tape measures e.g. how tall is your building? How many shoes can we fit into a dinosaur's footprint? • Weighing ingredients in cookery activities and pasta/porridge/toys in continuous provision - using balancing scales • Playing in the water tray – investigating capacity. • Going on a shape hunt. • Building with 3D shapes. • Using the Number Block resources. • Paying for fruit using coins • Playing with money in the role play shop. • Following a timetable and looking at the daily routine. • Telling the time at key points in the day e.g. lunchtime. • Making repeated patterns in painting/playdough/fruit skewers/beads • Maths number rhymes. • Hopscotch. • Skittles. • Independent activities directly linked to learning objective • Development of mathematical vocab.
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