



EYFS Mathematics Overview 2022 to 2023

In Foundation Stage, the teachers plan their activities based upon objective and child-led planning so that the curriculum is differentiated to meet each child's individual mathematical level. The grid below shows a generic overview of our Mathematics curriculum however, due to all children learning and progressing at different rates, these objectives are progressive and your child will progress to the next stage when they are ready.

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. By the end of Foundation Stage, 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.

Autumn 1	Autumn 2
<p>Number:</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 numerals up to 5.- Explore the composition of numbers to 5 <p>Shape, Space and Measure:</p> <ul style="list-style-type: none">- 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 route.- Discuss routes and locations, using words like 'in front of' and 'behind'.- Make comparisons between objects relating to size, length, weight and capacity.	<p>Number:</p> <ul style="list-style-type: none">- 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'.- Count objects, actions and sounds. (Up to 10)- Subitise (recognise quantities without counting) up to 5/10- Explore the composition of numbers to 5. <p>Shape, Space and Measure:</p> <ul style="list-style-type: none">- 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.- Select shapes appropriately: flat surfaces for building, triangular prism for a roof- Combine shapes to make new ones: arch, bigger triangle- Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern.- 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...'

Spring 1

Number:

- Subitise (recognise quantities without counting) up to 10.
- Count objects, actions and sounds.
- Link the number symbol (numeral) with its cardinal number value.
- Count beyond ten.
- Compare numbers using the vocabulary 'more than', 'less than', 'fewer than', 'the same as', 'equal to'.
- 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.

Shape, Space and Measure:

- 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 (including AB, ABB and ABBC)
- Compare length, weight and capacity.

Spring 2

Number:

- Subitise (recognise quantities without counting) up to 10.
- Count objects, actions and sounds.
- Link the number symbol (numeral) with its cardinal number value.
- Count verbally beyond twenty.
- Compare numbers using the vocabulary 'more than', 'less than', 'fewer than', 'the same as', 'equal to'.
- 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.

Shape, Space and Measure:

- 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 (including AB, ABB and ABBC)
- Compare length, weight and capacity.

Summer 1

Summer 2

Mathematics ELG:

Number

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.

ELG: Numerical Patterns

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.

The children who exceed the Early Learning Goals, will work towards numeracy objectives for Year 1.