



EYFS Mathematics 2022-23

Statutory Framework for the EYFS 2021	Development Matters 2021 (Non-statutory curriculum guidance)	EYFS Profile 2022 (ELGs)
<p>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 organizing 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.</p>	<p>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>	<p>Number: Children at the expected level of development (ELG) 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. Numerical Patterns Children at the expected level of development (ELG) 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.</p>

Early Years Knowledge and Skills						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
White Rose EYFS SoL	Just like Me It's Me 123	Light & Dark Alive in 5	Growing 678 Build 9 & 10	Consolidate & embed Number facts in 5 To 20 & beyond	First Then Now Find my pattern	Moving On Consolidate & embed composition/ number-bonds in 10
Introduce & use manipulatives	Rhymes & Songs Loose Parts & Five-frame Numicon	Fingers on one hand Five Frames Multilink	Fingers on two hands Ten Frames Part-whole model	Number-tracks Ten Frames Part-whole model	Cuisenaire rods First Then Now formats Tangrams	Cuisenaire rods First Then Now formats 100 Square
KEY SKILLS						
Sorting & Matching	Classify/sort by one attribute (colour/size/shape) Match objects and sets representing with numeral (in 5)		Sort & match objects and sets representing with numeral (in 10)	Sort & match objects and sets representing with numeral (in 20)		
Counting	Sing counting songs & number rhymes. Share stories that involve counting. Recite numbers to 5 Count reliably in 5 (1:1) Count out reliably from a larger group (up to 3)	Sing counting songs & number rhymes. Share stories that involve counting. Recite numbers to 10 Count reliably in 10 (1:1) Count out reliably from a larger group (up to 5) Estimate number of objects & check by counting (in 5)	Share stories that involve counting. Recite numbers to 20 Count reliably in 10+ (1:1) Count out reliably from a larger group (up to 10) Estimate number of objects & check by counting (in 10)	Recite numbers to 30 Count reliably in 20 Estimate number of objects & check by counting (in 20) Explore counting in groups of two	Recite numbers to 50 Consolidate counting in twos	Count verbally 50+ applying knowledge of the counting patterns Explore making sets and counting in groups of ten Explore making sets and counting in groups of five
Subitise	Subitise in 3+	Subitise in 6	Subitise in 10	Consolidate subitising in 10	Subitise doubles to double 5	
Composition of number	Represent/compare and explore composition of 1 2 & 3	Represent/compare and explore composition of 4 & 5 Introduce concept of zero Order digits in 5 Explore number bonds in 5 Begin to explore ordinal numbers 1 st -5 th	Represent/compare and explore composition of 6 7 8 9 & 10 Order digits in 10 Further explore ordinal numbers 1 st -10 th	Consolidate & embed number bonds in 5 including subtraction facts (extending to 10) Introduce 'teen' digits, exploring number patterns. Represent/compare and explore composition of 11-20 Order digits in 20	Order digits in 20+ Explore numerical pattern ie odd & even numbers Further explore patterns within the number system 20+	Consolidate & embed all number bonds in 10 (+/- facts) Consolidate ordinal numbers 1 st -10 th position
Early Calculation +/-	One more/one less in 3	One more/one less in 5 Addition – combine two groups. Subtraction – 'take away'	One more/one less in 10 Addition – combine three groups. Subtraction – 'take away'	One more/one less in 20 Addition – counting on.	Addition – counting on using a number track.	+/- Problem solving use the First Then Now approach

				Subtraction – practical taking away and counting what is left.	Subtraction – count back small amounts on a number track Begin to read +/- number sentences linking to FTN formats	
Grouping & Sharing			Explore making pairs.	Equal groups of 2	Explore doubling and halving Explore sharing a larger quantity into equal groups	Equal groups of 10 Equal groups of 5
Quantities & Measure	Compare amounts/quantities Compare & order by size Explore & use language to compare (two) length/height	Explore & use language to compare (two) mass & capacity	Explore & use language to compare three length/heights. Introduce use of non-standard units to measure length & height Order by length/height.	Explore formal comparison of mass through use of a pan balance etc. Introduce use of non-standard units to measure mass & capacity Order by mass & capacity, most to least etc.	Explore & use language to compare three length/mass & capacity. Explore formal measuring techniques using non-standard units.	Introduce standard unit cm/ m to measure length/distance
Shape & Pattern	Explore simple repeating pattern (AB) using colour and size	Identify, name & explore attributes of 2D shapes. Explore simple repeating pattern (ABC) using 2D shape	Name & explore attributes of 3D shapes. Explore symmetrical patterns using 3D shape Explore complex repeating pattern (ABB/AABB) using 2D shape	Strengthen spatial awareness and reasoning – orientation/rotation in shape pattern Explore creating patterns around the edge of shapes as well as in straight lines.	Deepen understanding of shape – decompose shapes, what other shapes are within a square? Replicate 3D models focussing on orientation of elements.	Explore relationships/patterns between number and shape. Further explore repeating patterns ABBC & symmetrical patterns.
Time	Use the language of sequencing events.	Sequence events in a day.	Learn & sequence the days of the week		Sequence seasons	Begin to name months of the year <i>Explore telling the time to o'clock</i> <i>Begin to measure short periods of time in simple ways</i>
Position & direction		Introduce and respond to positional language		Introduce directional language	Consolidate, use & respond to positional & directional language	Accurately use positional & directional language including language of sequencing First, Next, Then etc.
Money		<i>Use pennies during role-play activities to buy items</i>			<i>Explore money linked to food topic – value of coins, totals & change in 10p</i>	
Key vocabulary	Number names More, less, few, same as (equal) Pattern Before, after, next, last Long/short/ tall wide/narrow	Repeating pattern Guess, estimate Add, altogether Take away, leave Morning, afternoon, evening, night Shape, flat, curved, straight, corner, edge Over, under, above, below, in front, behind, in between Full, empty, holds most/least Nearly full, nearly empty Heavy/Light Heavier than...	Pair Roll, stack, slide Symmetrical pattern Longer/shorter/taller than... Longest/shortest/tallest Days of the week Today, tomorrow, yesterday First, second, third etc.	Turn, rotate Heavy/heavier/heaviest Holds more/less than... Left, right, forwards, backwards	Odd, even Double, half Coins, value, total, change Left, right, up, down, forwards, backwards, sideways, across, through Seasons	Further, nearer, closer Centimetres, metres Months of the year Minutes/hour/second
Links with Reading – key mathematical texts	The Button Box Dear Zoo Squash & Squeeze Going on a Bear Hunt Goldilocks and three bears Three Billy Goats Gruff	Mr Men Books (shape) The enormous turnip Peace at Last None the Number Pete the Cat & Four Buttons The Ugly Five Kipper's birthday	Six Dinner Sid Kippers Toybox 10 Little Rubber Ducks 10 Black Dots Days of the week song Mr Wolf's week Jasper's Beanstalk The Very Hungry Caterpillar Pattern Fish	Who sank the boat? Which one doesn't belong? One is a snail, ten is a crab Jack the Builder One moose 20 mice Farmer Pete Noah's Ark	Mr Gumpy's outing Kippers Toybox Mouse count Grandpa's Quilt Rosie's Walk The story of Alison Hubble Double Dave The doorbell rang One odd day One even day	Five Minutes Peace The Bad Tempered Ladybird The secret path Mr Archimedes bath Billy's bucket Pattern bugs Pirates love underpants How many legs?

