ST JAMES C.E. PRIMARY SCHOOL
DREAM • BELIEVE • LEARN • ACHIEVE
Bolton & Farnworth C of E Primary Multi Academy Trust

EYFS Maths Intent

What is Maths in EYFS?
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.

Mathematical Vocabulary			
Three and Four year olds	Communication and Language		• Use a wider range of vocabulary • Understand 'why' questions, like: "why do you think the caterpillar is so fat?"
Reception	Communication and Language		• Learn new vocabulary. • Use new vocabulary throughout the day.
ELG	Communication and Language	Speaking	• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

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Two Year Old Room (Little Saints)			
Maths in Little Saints occurs anytime. Opportunities are taken in everyday situations from counting the children who are in Little Saints and how many children are absent. Singing the days of the week song, using snack time and regular baking opportunities. There is regular singing of number songs and adults constantly model mathematical vocabulary whilst interacting and playing with the children.			
Number	Pattern	Shape	Size, Weight, Measure & Capacity
• Combine objects like stacking blocks and cups. Put objects inside others and take them out again. • Take part in finger rhymes with numbers. • React to changes of amount in a group of up to three items. • Compare amounts, saying 'lots', 'more' or 'same'. • Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. • Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'	• Notice patterns and arrange things in patterns.	• Climb and squeeze themselves into different types of spaces. • Build with a range of resources. • Complete inset puzzles	• Compare sizes, weights etc. using gesture and language- 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.

Nursery Room				
Maths in our Nursery room occurs all the time, indoor and outdoor. Opportunities are taken on a regular occurrence, for example, counting the children, counting out at snack time and these opportunities are modelled by adults and then the children take the lead. Maths is also delivered in smaller groups each day and we use NCETM Numberblocks to introduce concepts of number to support early mathematical understanding as well as Master the Curriculum				
Number	Pattern	Shape	Position	Size, Weight, Measure & Capacity
• Develop fast recognition of up to 3 objects,	• Talk about and identifies the patterns around them.	• Talk about and explore 2D and 3D shapes (for example, circles,	• Understand position through words alone – for	• Make comparisons between objects relating

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without having to count them individually ('subitising'). • Recite numbers past 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'.	For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', et • 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...'	rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. • 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.	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'.	to size, length, weight and capacity.

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<table>
<tr><th colspan="15">Reception</th></tr>
<tr><td colspan="15">In Reception we follow White Rose Hub. We teach Maths every day in three differentiated groups. We have maths opportunities in the indoor and outdoor provision and a weekly maths challenge is set. Adults regularly interact with the children and model mathematical vocabulary through the provision.</td></tr>
<tr><th colspan="15">Autumn Term</th></tr>
<tr><th colspan="2">Week 1</th><th colspan="2">Week 2</th><th>Week 3</th><th>Week 4</th><th>Week 5</th><th>Week 6</th><th>Week 7</th><th>Week 8</th><th>Week 9</th><th>Week 10</th><th>Week 11</th><th>Week 12</th><th>Week 13</th><th>Week 14</th><th>Week 15</th></tr>
<tr>
<td colspan="2">Getting to know you
Baseline Assessment
Settling the children into school/provision</td>
<td colspan="5">Match, sort and Compare
Match Objects
Match pictures and objects
Identify a set
Sort objects to a type
Explore sorting techniques
Create sorting rules
Compare amounts
Talk about measure and patterns
Compare size
Compare mass
Compare capacity
Explore simple patterns
Copy and continue simple patterns
Create simple patterns</td>
<td colspan="3">It's me, 1, 2, 3
Find 1,2,3
Subitise 1,2,3
Represent 1,2,3
1 more
1 less
Composition 1,2,3
Circles and Triangles
Identify and name circles and triangles
Compare circles and triangles
Shapes in the environment
Describe position</td>
<td colspan="4">1,2,3,4,5
Find 4,5
Subitise 4,5
Represent 4,5
1 more
1 less
Composition 4,5
Composition of 1-5
Shapes with 4 sides
Identify and name shapes with 4 sides
Combine shapes with 4 sides
Shapes in the environment
My day and night</td>
<td>Consolidation</td>
</tr>
<tr><th colspan="15">Key Books</th></tr>
<tr>
<td colspan="2"></td>
<td colspan="5">Seaweed Soup by Stuart J. Murphy
Beep Beep, Vroom Vroom! by Stuart J. Murphy
Where's My Teddy? by Jez Alborough</td>
<td colspan="3">Anno's Counting Book by Mitsumasa Anno
Goldilocks and the 3 Bears
Triangle by Mac Barnett and Jon Klassen</td>
<td colspan="4">Pete the Cat and his Four Groovy Buttons by Eric Litwin
Kipper's Birthday by Mick Inkpen
Square by Mac Barnett and Jon Klassen</td>
<td></td>
</tr>
</table>

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	We're Going on a Bear Hunt by Michael Rosen	Rosie's Walk by Pat Hutchins		

Spring Term

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11

Alive in Five

- Introduce zero
- Find 0 to 5
- Subitise 0 to 5
- Represent 0 to 5
- 1 more
- 1 less
- Composition
- Conceptual subitising to 5

Mass and Capacity

- Compare mass
- Find a balance
- Explore capacity
- Compare capacity

Growing 6,7,8

- Find 6,7,8
- Represent 6,7,8
- 1 more
- 1 less
- Composition of 6,7,8
- Make pairs odd and even
- Double to 8 (find a double and make a double
- Combine 2 groups
- Conceptual subitising

Length, Height and time

- Explore length
- Compare length
- Explore height
- Compare height
- Talk about time
- Order and sequence time

Building 9 and 10

- Find 9 and 10
- Compare numbers to 10
- Represent 9 and 10
- Conceptual subitising to 10
- 1 more
- 1 less
- Composition to 10
- Bonds to 10 (2 part)
- Make arrangements of 10
- Bonds to 10 (3 parts)
- Doubles to 10
- Explore even and odd

Exploring 3D shapes

- Recognise and 3D shapes
- Find 2D shapes within 3D shapes
- Use 3D shapes for tasks
- 3D shapes within the environment
- Identify more complex patterns
- Copy and continue patterns
- Patterns in the environment

Key Books

Room on a Broom – Julia Donaldson Squash and a Squeeze – Julia Donaldson	Six Dinner Sid – Inga Moore Jasper's Beanstalk – Nick Butterworth	10 Black Dots – Donald Crews Engines Engines - Lisa Bruce and Stephen Waterhouse

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<table>
<tr><th colspan="13">Summer Term</th></tr>
<tr><th>Week 1</th><th>Week 2</th><th>Week 3</th><th>Week 4</th><th>Week 5</th><th>Week 6</th><th>Week 7</th><th>Week 8</th><th>Week 9</th><th>Week 10</th><th>Week 11</th><th>Week 12</th><th>Week 13</th></tr>
<tr>
<td colspan="3">To 20 and Beyond
• Build numbers beyond 10 (10 - 13)
• Continue patterns beyond 10 (10-13)
• Build numbers beyond 10 (14-20)
• Continue patterns beyond 10 (14-20)
• Verbal counting beyond 20
• Verbal counting patterns
How many now?
• Add more
• How many did I add?
• Take away
• How many did I take away?</td>
<td colspan="4">Manipulate, compose and decompose
• Select shapes for a purpose
• Rotate shapes
• Manipulate shapes
• Explain shape arrangements
• Compose shapes
• Decompose shapes
• Copy 2-D shape pictures
• Find 2-D shapes within 3-D shapes
Sharing and grouping
• Explore sharing
• Sharing
• Explore grouping
• Grouping
• Even and odd sharing
• Play with and build doubles</td>
<td colspan="4">Visualise, Build and Map
• Identify units of repeating patterns
• Create own pattern rules
• Explore own pattern rules
• Replicate and build scenes and constructions
• Visualise from different positions
• Describe positions
• Give instructions to build
• Explore mapping
• Represent maps with models
• Create own maps from familiar places
• Create own maps and plans from story situations
Make Connections
• Deepen understanding
• Patterns and relationships</td>
<td colspan="2">Consolidation</td>
</tr>
<tr><th colspan="13">Key Books</th></tr>
<tr>
<td colspan="3">1 to 10 and back again – Nick Sharratt and Sue Heap
20 big trucks in the middle of the street – Mark W Lee</td>
<td colspan="4">Mr Gumpy's Motor Car -John Burningham
Jack and the Flumflum Tree- Julia Donaldson
The Gingerbread Man</td>
<td colspan="4">Rosie's Walk -Pat Hutchins
What the Ladybird Heard -Julia Donaldson
We're Going on a Bear Hunt -Michael Rosen</td>
<td colspan="2"></td>
</tr>
</table>

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Early Learning Goals	
Number	**Numerical Patterns**
• Children have a deep understanding of number to 10, including the composition of each number. • Subitise up to 5 • Automatically recall number bonds up to 5 and some number bonds to 10, including double facts.	• 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.