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.				
Number	Pattern	Shape	Position	Size, Weight, Measure & Capacity
• Develop fast recognition of up to 3 objects, without having to count	• Talk about and identifies the patterns around them. For example: stripes on	• Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and	• Understand position through words alone – for example, "The bag is	• Make comparisons between objects relating to size, length, weight and capacity.

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'.	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...'	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.	under the table," – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'.	

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Reception
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.

Autumn Term

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
Getting to know you			Just Like Me Books used: Frog and Toad A Lost Button			It's me, 1, 2, 3 Books Used: Rosie's Walk Each Peach Pear Plum			Light and Dark Books Used: Peace at Last Kipper's Birthday			Consolidation		
Baseline Assessment Settling the children into school/provision			• Match and sort • Compare objects			• Representing 1,2 and 3 • Comparing 1,2 and 3 • Composition of 1,2 and 3			• Representing numbers to 5 • One more and less					
			• Compare size, maths and capacity • Exploring Pattern			• Circles and Triangles • Positional Language			• Shapes with 4 sides • Time					

Spring Term

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Alive in Five Books Used: Room on a Broom Squash and a Squeeze			Growing 6,7,8 Books Used: Six Dinner Sid Jasper's Beanstalk			Building 9 and 10 Books Used: 10 black dots Engines Engines			Consolidation		
• Introducing zero • Comparing Numbers to 5 • Composition of 4 and 5			• 6,7,8 • Combining 2 amounts • Making pairs			• Counting to 9 and 10 • Comparing numbers to 10 • Bonds to 10					
• Compare mass • Compare capacity			• Length and Height • Time			• Length and Height • Time					

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Summer Term

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
To 20 and Beyond Books Used: 1 to 10 and back again 20 Big trucks in the middle of the street			**First then Now** Books Used: Jack and the Flum Flum tree The Shopping basket			**Find My Pattern** Books Used: Ness the Nurse What the Ladybird heard			**On the Move** Books Used: Once upon a time map Mr Archimedes Bath		
• Building numbers beyond 10 • Counting patterns beyond 10			• Adding more • Taking away			• Doubling • Sharing and Grouping • Even and Odd			• Deepening understanding • Patterns and Relationships		
• Spatial Reasoning • Match Rotate • Manipulate			• Spatial Reasoning • Compose and Decompose			• Spatial Reasoning • Visualise and build			• Spatial Reasoning • Mapping		

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.