

## Maths Curriculum for EYFS (written to reflect EYFS Curriculum Reforms Sept 2021)

**Number Statutory ELG:** 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.

**Number Patterns Statutory ELG:** 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

**Statutory Educational Programme for Mathematics:** 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.

Term	Year 1 Chapter in MNP	Methods and Resources	3-4 year olds	Reception
<b>Autumn 1</b> <i>Number and Numerical Patterns</i>	Numbers to 10 Counting to 10 Counting objects to 10 Writing to 10 Counting to 0 Comparing numbers of objects Ordering numbers Comparing numbers	Flashcards to 10 Word cards to 10 Five frames Ten frames Puppets to reinforce the concept Number lines to 10  <b>Vocabulary</b> As many as, the same as, equal to, more than, less than, more, fewer, compare, greatest, smallest.	<b>Number and place value</b> Counting songs and rhymes  <b>Number and place value</b> Numbers to 5  <b>Number and place value</b> Numbers to 5  <b>Properties of shapes</b>	<b>E.P</b> <b>Numbers to 5...</b> Count objects, actions and sounds.  Count beyond ten.  Subitise.  Link the number symbol (numeral) with its cardinal number value.

			<p>2D shapes and shape language (sides / corners)</p> <p><b>Patterns</b> Pattern language (spotty etc)</p> <p><b>Identify, represent and estimate numbers</b> Subitise to 3</p> <p><b>Telling the Time—sequencing events</b> ('first', 'then')</p>	<p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Compare numbers.</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p><b>ELG - N</b> Subitise (recognising quantities without counting) up to 5.</p> <p><b>ELG - NP</b> Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p>
<p><b>Autumn 2</b> <i>Number and Numerical Patterns</i></p>	<p>Making number bonds Add by using number bonds Add by counting on Subtract by counting back</p>	<p>Part/Part/Whole Method 2 and 3 make 5 Quantities on plates to add together Pictures to reinforce the word problem to solve the addition/subtraction</p>	<p><b>Properties of shapes</b> Sorting / shapes</p> <p><b>Position and Direction</b> Describe positions using words (under, over) Describe a route</p> <p><b>Properties of shapes</b></p>	<p><b>E.P</b> <b>Numbers to 10...</b> Count objects, actions and sounds.</p> <p>Count beyond ten.</p> <p>Subitise.</p>

		<p><b>Vocabulary</b> As many as, the same as, equal to, more than, less than, more, fewer, add, subtract, minus, plus, addition and subtraction, altogether, count on, count back, part/part/whole.</p>	<p>Select appropriate shapes /Combining shapes</p> <p><b>Patterns</b> Extend and create ABAB</p> <p><b>Patterns</b> Notice and correct errors in sequences</p> <p><b>Dice patterns</b> Subitise to 6</p> <p><b>Reading and writing numbers</b> Link numerals amounts up to 5</p> <p><b>Compare and order numbers</b> Compare quantities using language 'more than', 'fewer than'.</p>	<p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Compare numbers.</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p><b>ELG - N</b> Have a deep understanding of numbers to 10, including the composition of each number.</p> <p><b>ELG - N</b> Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts)</p> <p><b>ELG - NP</b> Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p>
<b>Spring 1</b>	Counting to 20 Writing to 20	Flashcards to 15 Word cards to 15	<b>Reading and writing numbers</b> Recognise numerals 1-10	<b>E.P</b>

<p><i>Number and Numerical Patterns</i></p>	<p>Comparing Numbers to 20 Ordering Numbers Number Pattern Completing number sentences</p>	<p>Five frames Ten frames Puppets to reinforce the concept Number lines to 15 Square tiles to model numbers to 15</p> <p><b>Vocabulary</b> As many as, the same as, equal to, more than, less than, more, fewer, compare, greatest, smallest.</p>	<p><b>Compare and order numbers</b> Compare quantities of 2 sets</p> <p><b>Identify, represent and estimate numbers</b> Estimate</p> <p><b>Identify, represent and estimate numbers</b> Estimate—including time and repetitions</p> <p><b>Patterns</b> Extend and create ABAB patterns Notice and correct errors in sequences</p>	<p>Explore the composition of numbers to 10.</p> <p><b>E.P</b> Automatically recall number bonds for numbers 0-5 and some to 10.</p> <p><b>ELG - N</b> Verbally count beyond 20, recognising the pattern of the counting system.</p> <p><b>ELG - N</b> 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> <p><b>ELG - NP</b> Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p>
<p><b>Spring 2</b></p>		<p><b>Vocabulary</b> As many as, the same as, equal to,</p>	<p><b>Properties of shapes</b> shape language and recognition</p>	<p><b>E.P</b> <b>Numbers to 10 and beyond...</b></p>

<p>Number and Numerical Patterns</p>		<p>more than, less than, more, fewer, add, subtract, minus, plus, addition and subtraction, altogether, count on, count back, part/part/whole</p>	<p><b>Measurement</b>          Make comparisons between objects relating to size., length, weight and capacity</p> <p><b>Compare and order numbers</b>          Compare quantities using language 'more than', 'fewer than'</p> <p><b>Addition</b>          Link 2 sets to make 1 set          Part:part:whole 1-5, 1-10</p> <p><b>Subtraction</b>          Divide 1 set to make 2 sets 1-5</p> <p><b>Subtraction</b>          Divide 1 set to make 2 sets 1-10</p>	<p>Count objects, actions and sounds.</p> <p>Count beyond ten.</p> <p>Subitise to 10.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Compare numbers.</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p><b>ELG - NP</b>          Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed evenly.</p> <p><b>ELG - N</b>          Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts)</p>
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				and some number bonds to 10, including double facts.
<b>Summer 1</b> <i>Number and Numerical Patterns</i>	Making number stories Making addition stories Solving picture problems Making subtraction stories Solving picture problems Subtract by using number bonds Subtract by crossing out Addition and subtraction	Cubes and 10 frames Same colour resources Part, part, whole  <b>Vocabulary</b> As many as, the same as, equal to, more than, less than, more, fewer, add, subtract, minus, plus, addition and subtraction, altogether, count on, count back, picture problems, number stories, part/part/whole.	<b>Telling the Time—sequencing events ('first', 'then')</b>  <b>Pattern and shape</b>  <b>Addition and subtraction</b> <b>Solve problems:</b> How can quantities be distributed evenly?  <b>Properties of shapes—</b> 2D & 3D Shapes  <b>Measurement</b> Make comparisons between objects relating to size., length, weight and capacity  <b>Place value</b> Use 'one more' and 'one less' between consecutive numbers	<b>E.P</b> <b>Numbers to 10 and beyond</b> Count objects, actions and sounds.  Count beyond ten.  Subitise to 10.  Link the number symbol (numeral) with its cardinal number value.  Compare numbers.  Understand the 'one more than/one less than' relationship between consecutive numbers.  <b>ELG - NP</b> Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed evenly.  <b>ELG - N</b> Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts)
<b>Summer 2</b> <i>Number and Numerical Patterns</i>			<b>Properties of shapes</b> Recognise 2D Shapes  <b>Telling the Time—</b>	

			<p>sequencing events ('first', 'then')</p> <p><b>Properties of shapes</b> Recognise 3D Shapes</p> <p><b>Number and place value</b> Recite past 10 Cardinal principal (last number is total)</p> <p><b>Position and direction</b> Positional Vocabulary Make a simple map of a route</p> <p><b>Identifying, representing and estimating numbers</b> Subitising</p> <p><b>Recap all</b></p>	<p>and some number bonds to 10, including double facts.</p>
<p><b>Throughout the year</b> <i>Shape, space, measure, weight, capacity, size</i></p>	<p>Naming positions Naming positions in queues Naming left and right positions</p> <p>Recognising solids Recognising shapes</p>	<p><b>Vocabulary</b> Taller, shorter, tallest, shortest, square, triangle, rectangle, circle, length, height, positions first to tenth, next to, between, last.</p>	<p><b>E.P/Birth to 5 Matter Statements Range 5</b></p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p>	<p><b>Autumn</b> <b>E.P/Birth to 5 Matter Statements Range 5</b></p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p>

	<p>Grouping shapes Making patterns</p> <p>Comparing height and length Measuring length using time Measuring height and length using body parts Measuring height and length using a ruler</p>		<p>Begin to describe a sequence of events, real or fictional, using words, such as 'first', 'then...'</p> <p>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'.</p> <p>Select shapes appropriately: flat surfaces for a building, a triangular pattern for a roof, etc.</p> <p>Combine shapes to make new ones – an arch, a bigger triangle, etc.</p> <p>Understand position through words alone – for example, "The bag is under the table," – with no pointing.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Talk about and identify the patterns around them. For</p>	<p>Begin to describe a sequence of events, real or fictional, using words, such as 'first', 'then...'</p> <p>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'.</p> <p>Select shapes appropriately: flat surfaces for a building, a triangular pattern for a roof, etc.</p> <p>Combine shapes to make new ones – an arch, a bigger triangle, etc.</p> <p>Understand position through words alone – for example, "The bag is under the table," – with no pointing.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Talk about and identify the patterns around them. For</p>
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			<p>example, stripes on clothes, designs on rugs and wallpaper.</p> <p>Use informal language like 'pointy', 'spotty', 'blobs', etc.</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern.</p>	<p>example, stripes on clothes, designs on rugs and wallpaper.</p> <p>Use informal language like 'pointy', 'spotty', 'blobs', etc.</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern.</p>
			<p style="text-align: center;"><b>Spring</b></p> <p style="text-align: center;"><b>E.P</b></p> <p>Select, rotate and manipulate shapes to develop spatial reasoning skills.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>Continue, copy and create repeating patterns.</p> <p>Notice and correct an error in a repeating pattern.</p> <p>Compare length, weight and capacity.</p>	

				<p style="text-align: center;"><b>Summer</b></p> <p style="text-align: center;"><b>E.P</b></p> <p>Select, rotate and manipulate shapes to develop spatial reasoning skills.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>Continue, copy and create repeating patterns.</p> <p>Notice and correct an error in a repeating pattern.</p> <p>Compare length, weight and capacity.</p>
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