

EYFS Maths Curriculum Overview

| <u>Curriculum Strand</u> | <u>Learning Objectives</u> | <u>Areas of Fluency</u> |
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| <p>Mathematics: Number</p> <p>Number Place Value</p> | <p>8-20 months</p> <ul style="list-style-type: none"> Develop an awareness of number names through enjoyment of action rhymes and songs that relate to my experience of numbers. <p>16-26 months</p> <ul style="list-style-type: none"> Beginning to organise and categorise objects, e.g. putting all the teddy bears together or teddies and cars in separate piles. Say some counting words randomly. <p>22-36 months</p> <ul style="list-style-type: none"> Recite some number names in sequence. Begin to make comparisons between quantities Create and experiments with symbols and marks representing ideas of number. Select a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'. Use some language of quantities, such as 'more' and 'a lot'. Know that a group of things changes in quantity when something is added or taken away. <p>30-50 months</p> <ul style="list-style-type: none"> Use some number names and number language spontaneously. Use some number names accurately in play. | <ul style="list-style-type: none"> Recognise numerals 1 to 5. Recite numbers in order to 10. Count up to three or four objects by saying one number name for each item. Count objects to 10, and begin to count beyond 10. Give one more than a given number up to 10 Give one less than a given number up to 10 |

- Recite numbers in order to 10.
- Know that numbers identify how many objects are in a set.
- Beginning to represent numbers using fingers, marks on paper or pictures.
- Sometimes match numeral and quantity correctly.
- How curiosity about numbers by offering comments or asking questions.
- Compare two groups of objects, saying when they have the same number.
- Show an interest in number problems.
- Separate a group of three or four objects in different ways, beginning to recognise that the total is still the same.
- Show an interest in numerals in the environment.
- Realise not only objects, but anything can be counted, including steps, claps or jumps.

40-60 months

- Recognise some numerals of personal significance.
- Recognise numerals 1 to 5.
- Count up to three or four objects by saying one number name for each item.
- Count actions or objects, which cannot be moved.
- Count objects to 10, and begin to count beyond 10.
- Count out up to six objects from a larger group.
- Select the correct numeral to represent 1 to 5, then 1 to 10 objects.
- Count an irregular arrangement of up to ten objects.

- **Count reliably with numbers from 1 to 20**
- **Place numbers 1-20 in order**
- **Say one more or one less than a given number 1-20**

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| | <ul style="list-style-type: none"> • Estimate how many objects I can see and checks by counting them. • Use the language of 'more' and 'fewer' to compare two sets of objects. • Give one more than a given number up to 10 • Give one less than a given number up to 10 <p>Early Learning Goas</p> <ul style="list-style-type: none"> • Count reliably with numbers from one to 20 • Place numbers one to 20 in order • Give one more than a given number up to 20 • Give one less than a given number up to 20 | |
| <p>Mathematics: Number</p> <p>Number Addition</p> | <p>40-60 months</p> <ul style="list-style-type: none"> • Find the total number of items in two groups by counting all of them • Say the number that is one more than a given number • One more from a group of up to five objects, then ten objects • Practical activities and discussion, I am beginning to use the vocabulary involved in adding <p>Early Learning Goals</p> | <ul style="list-style-type: none"> • Say the number that is one more than a given number • Find the total number of items in two groups by counting all of them • Using quantities and objects, add two single-digit numbers and count on find the answer |

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| | <ul style="list-style-type: none"> • Using quantities and objects, I can add and subtract two single-digit numbers and count on or back to find the answer | |
| <p>Number Subtraction</p> | <p>40-60 months</p> <ul style="list-style-type: none"> • One less from a group of up to five objects, then ten objects • Practical activities and discussion, I am beginning to use the vocabulary involved subtracting <p>Early Learning Goals</p> <ul style="list-style-type: none"> • Using quantities and objects, I can add and subtract two single-digit numbers and count on or back to find the answer | <ul style="list-style-type: none"> • One less from a group of up to five objects, then ten objects • Using quantities and objects, add two single-digit numbers and count on find the answer |
| <p>Mathematics Shape, Space and Measure</p> <p>Geometry - Properties of Shapes</p> | <p>22-36 months</p> <ul style="list-style-type: none"> • Notices simple shapes and patterns in pictures. • Begin to categorise objects according to properties such as shape or size. <p>30-50 months</p> <ul style="list-style-type: none"> • Show an interest in shape and space by playing with shapes or making arrangements with objects. • Show awareness of similarities of shapes in the environment. • Show an interest in shape by sustained construction activity or by talking about shapes or arrangements. • Show interest in shapes in the environment. • Use shapes appropriately for tasks. • Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. <p>40-60 months</p> | <ul style="list-style-type: none"> • Describe 2D shapes |

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| | <ul style="list-style-type: none"> • Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. • Select a particular named shape. • Use familiar objects and common shapes to create and recreate patterns and build models. <p>Early Learning Goals</p> <ul style="list-style-type: none"> • I can explore characteristics of everyday objects and shapes, and use mathematical language to describe them. | |
| <p>Mathematics Shape, Space and Measure</p> <p>Geometry – Position and Direction</p> <p>ELG</p> | <p>30-50 months</p> <ul style="list-style-type: none"> • Use positional language. <p>40-60 months</p> <ul style="list-style-type: none"> • Describe their relative position such as 'behind' or 'next to'. | |
| <p>Mathematics Shape, Space and Measure</p> <p>Measures</p> | <p>16-26 months</p> <ul style="list-style-type: none"> • Enjoy filling and emptying containers. • Associate a sequence of actions with daily routines <p>22-36 months</p> <ul style="list-style-type: none"> • Understand some talk about immediate past and future, e.g. 'before', 'later' or 'soon'. • Anticipate specific time-based events such as mealtimes or home time. <p>40-60 months</p> <ul style="list-style-type: none"> • Use everyday language related to time. • Order and sequences familiar events. | |

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| ELG | <ul style="list-style-type: none">• Measure short periods of time in simple ways• Order two or three items by length or height• Order two items by weight or capacity <p>• Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</p> | |
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