

EYFS Maths Overview

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<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 organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built.</p> <p>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>					
Number and Numerical Patterns	<p>Mastering Number: Creating patterns and exploring numbers within 4, including perceptually subitising within 3</p>	<p>Mastering Number: Creating patterns and exploring numbers within 5, including perceptually subitising within 5; begin to count beyond 5; begin to recognise numerals; explore the composition of numbers within 5.</p>	<p>Mastering Number: Continue to explore patterns within 5 and explore the composition of 6; develop verbal counting to 20 and beyond</p>	<p>Mastering Number: Explore symmetrical patterns, linking this to 'doubles'; become more familiar with the counting pattern beyond 20; explore odd and even numbers; explore the composition of numbers within 10.</p>	<p>Mastering Number: Practise increasingly familiar subitising arrangements; develop verbal counting to 20 and beyond; explore the composition of 10; order sets of objects.</p>	<p>Mastering Number: Consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.</p>
Shape, Space, Measures	<p>Shape, space and measures (WRM):</p> <ul style="list-style-type: none"> Talking about the routine of the day and using language like, 'before' and 'after'; Using comparative language such as, 'taller', 'shorter' and 'the same'; Being more confident in identifying shapes in the environment; Recognising particular shapes that may be useful for certain tasks; Making more meaningful pictures, patterns and arrangements with shapes. 		<p>Shape, space and measures (WRM):</p> <ul style="list-style-type: none"> Beginning to experiment with length, height and capacity; Beginning to compare length, weight and capacity; Identifying money and using money in play; Recalling the names of some 2D and 3D shapes; Ordering and sorting according to simple properties; Using the language of direction when programming toys. 		<p>Shape, space and measures (WRM):</p> <ul style="list-style-type: none"> Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities; Create and describe patterns; Explore characteristics of everyday objects and shapes, and use mathematical language to describe them; Use money with increased confidence. 	