Kildwick CE VC Primary School

Learning to Live - Living to Love - Loving to Learn

## EYFS Mathematics 2021 - 22

**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 (Development Matters 2021)

**Autumn Term**

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| Matching same and different | Sort same/different<br>Colour/Size/Shape | Compare amounts<br>equal/more/fewer | Compare<br>size/mass/capacity | Exploring patterns /<br>making simple patterns | Introduce 1<br>Representing 123<br>Comparing 123<br>Equal/not equal<br>Circle, 1p |
| Introduce 2<br>Composition of 123<br>Addition<br>2 step pattern<br>2p | Introduce 3<br>Circle and Triangle<br>Spatial awareness<br>3 step pattern<br>Positional Language | Introduce 4<br>Squares and rectangles | Introduce 5<br>Pentagon<br>5p | 1 more/1less<br>Subtraction symbol | Comparing shape<br>Daytime/Nighttime<br>Digging Deeper<br>Measurement |
| End of Autumn - Assess Numbers 1 - 5 | | | | | |

**Spring Term**

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| Making amounts to 5 using counters | Show 1 to 5 on fingers using 1 hand | Subitise to 5 using dice, counters and pictures | Order numbers to 5 | Recognise numbers 12345 | Counts objects to 5 accurately |
| Shows ways to make 5 using two hands or number blocks | Introduce 0<br>Compare numbers to 5 | Composition of 4 and 5 | Comparing Mass | Comparing Capacity | Introduce 6<br>Hexagon |
| Introduce 7 | Introduce 8 | Making Pairs<br>Doubles | Combining two groups | Length and Height | Time |
| Introduce 9 | Introduce 10<br>10p | Comparing numbers to 10 | Bonds to 10 | 3D Shape | Pattern |
| End of Spring - Assess numbers 1 - 10; make amounts to 10 using counters and fingers; subitise to 10 using 2 dice, counters, pictures; order numbers to 10; recognise numerals 0-10; count objects accurately to 10; show ways to make 10 using numicon / blocks. | | | | | |

**Summer term**

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| Number patterns to 20<br>Matching pictures and numerals<br>Ten frame fill beyond 10<br>Estimating<br>Subtraction from 10s frame | Missing numbers<br>Ordering numbers to 20<br>Which holds the most? | Match my shape<br>Match and fill<br>Tangrams | Counting on<br>Adding more<br>Adding more - then unknown<br>Adding more - first unknown | Taking away - objects<br>Taking away<br>Taking away - unknown then. | Making new shapes<br>Grandpa's quilt |
| Doubling<br>Dominoes | Sharing / halving<br>Teddy bears picnic<br>The doorbell rang<br>Grouping | Even and odd<br>One odd day | Problem solving<br>Making Maps<br>Designing mazes | | |
| End of term ELG assessment: Count objects, actions and sounds; Subitise; Link the number symbol (numeral) with its cardinal number value; Count beyond ten;<br>Compare numbers; Understand the 'one more than/one less than' relationship between consecutive numbers; Explore the composition of numbers to 10; Automatically recall number bonds for numbers 0–5 and some to 10; Select, rotate and manipulate shapes to develop spatial reasoning skills; Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can; Continue, copy and create repeating patterns; Compare length, weight and capacity. | | | | | |