



Mathematics Curriculum Map - EYFS





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Term	Skills				Shape Space and Measure
	Subitising	Cardinality, ordinality and counting	Composition	Comparison	
Aut 1	<p>Perceptually subitise within 3.</p> <p>Identify sub-groups in larger arrangements ·</p> <p>Create their own patterns for numbers within 4.</p> <p>Practise using their fingers to represent quantities which they can subitise.</p> <p>Experience subitising in a range of contexts, including temporal patterns made by sounds.</p>	<p>Relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set ·</p> <p>Have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song ·</p> <p>Have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting ·</p> <p>Have opportunities to develop an understanding that anything can be counted, including actions and sounds ·</p> <p>Explore a range of strategies which support accurate counting.</p>	<p>See that all numbers can be made of 1s ·</p> <p>Compose their own collections within 4.</p>	<p>Understand that sets can be compared according to a range of attributes, including by their numerosity</p> <p>Use the language of comparison, including ‘more than’ and ‘fewer than’ ·</p> <p>compare sets ‘just by looking’.</p>	<p>Getting to know children → key times of the day, class routines, where do things belong</p> <ul style="list-style-type: none"> - positional language. <p>Matching & Sorting</p> <ul style="list-style-type: none"> - colour - size - shape <p>Exploring Pattern → repeating patterns AB.</p>
Aut 2	<p>Continue from first half-term.</p> <p>Subitise within 5, perceptually and conceptually, depending on the arrangements.</p>	<p>Continue to develop their counting skills.</p> <p>Explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand.</p> <p>Begin to count beyond 5.</p> <p>Begin to recognise numerals, relating these to quantities they can subitise and count.</p>	<p>Continue to develop their counting skills.</p> <p>Explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand.</p> <p>Begin to count beyond 5.</p>	<p>Compare sets using a variety of strategies, including ‘just by looking’, by subitising and by matching.</p> <p>Compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain</p>	<p>Compare</p> <ul style="list-style-type: none"> - size e.g compare bears, different sized plates for teddy picnic. - mass - capacity – full and empty (& in relation to who or what will fit inside e.g. a toy in different sized boxes) <p>2D shape</p>



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			Begin to recognise numerals, relating these to quantities they can subitise and count.	the same number and are equal amounts.	<ul style="list-style-type: none"> - Sorting circles & triangles, shape hunt, shape pictures. - Shapes with 4 sides → sorting squares and rectangles. <p>Time → day and night, sequencing an activity</p>
Spr 1	<p>Increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements</p> <p>explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part.</p> <p>Experience patterns which show a small group and '1 more'.</p> <p>Continue to match arrangements to finger patterns.</p>	<p>Continue to develop verbal counting to 20 and beyond.</p> <p>Continue to develop object counting skills, using a range of strategies to develop accuracy</p> <p>Continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10.</p> <p>Order numbers, linking cardinal and ordinal representations of number.</p>	<p>Continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5</p> <p>Explore the composition of 6, linking this to familiar patterns, including symmetrical patterns.</p> <p>Begin to see that numbers within 10 can be composed of '5 and a bit'.</p>	<p>Continue to compare sets using the language of comparison, and play games which involve comparing set</p> <p>Continue to compare sets by matching, identifying when sets are equal.</p> <p>Explore ways of making unequal sets equal.</p>	<p>Time → days of the week, measuring time e.g. how many jumps can you do in 1 minute.</p> <p>Comparing mass using balancing scales/use hands.</p> <p>Measuring capacity → filling different sized containers, how many fit inside, measuring ingredients.</p> <p>Comparing height Measuring height e.g. using uni-fix cubes</p> <p>Comparing length</p>
Spr 2	<p>Explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'.</p>	<p>Continue to consolidate their understanding of cardinality, working with larger numbers within 10.</p> <p>Become more familiar with the counting pattern beyond 20.</p>	<p>Explore the composition of odd and even numbers, looking at the 'shape' of these numbers.</p> <p>Begin to link even numbers to doubles.</p>	<p>Compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system.</p>	<p>3D shape → (objects around the house, school e.g. ball, cardboard roll).</p> <ul style="list-style-type: none"> - matching objects (which ones roll, which ones slide – comparing the shapes) - building (notice similarities and differences, sorting)



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			Begin to explore the composition of numbers within 10		<ul style="list-style-type: none"> - printing e.g. into playdough, paint. What do you notice, what shapes can you see? <p>Money → 1p, counting out the corresponding number of 1p coins to match prices in pence.</p> <p>Pattern → AAB patterns, create own movement patterns e.g. clap, jump. Continuing on from a friend's pattern.</p>
Su 1	<p>Continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns · Use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number</p> <p>Subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10.</p> <p>Be encouraged to identify when it is appropriate to count and when groups can be subitised.</p>	<p>Continue to develop verbal counting to 20 and beyond, including counting from different starting numbers.</p> <p>Continue to develop confidence and accuracy in both verbal and object counting.</p>	Explore the composition of 10.	Order sets of objects, linking this to their understanding of the ordinal number system.	<p>Spatial reasoning shapes→ rotate, different orientations, manipulate.</p> <ul style="list-style-type: none"> - match shapes, match models, match and fill shape pictures, replicate. <p>Compose and decompose</p> <ul style="list-style-type: none"> - Making new shapes with 2 right angle triangles - Making new shapes with squares - Make shapes in different ways e.g. make a star using pattern blocks. - Tangrams <p>Visualise and build e.g. make model hide behind barrier, give instructions to partner to try and build the same.</p>



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<p>Sum 2</p>	<p>In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.</p>	<p>Pattern → ABBC, circular repeating patterns.</p> <p>Cuisnare rods → can you find two rods that equal the length of another rod? Can you find a block that is double the length of another rod?</p> <p>Mapping → making maps e.g. journey to school, obstacle course, x marks the spot. What do they need to pass first, where do they need to go next?</p>
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Mathematics in EYFS

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.

ELG: Number

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;



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- 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.

ELG: Numerical Patterns

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.