

EYFS Curriculum Overview 2021-2022

Nursery



Maths

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.

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
<p>Number Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Show 'finger numbers' up to 5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Recite numbers past 5</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Compare quantities using language: 'more than', 'fewer than'</p>	<p>Comparison I am beginning to compare and recognise changes in numbers of things, using words like more, lots or 'same' with support</p> <p>I am developing the skill to find the exact same object, with support</p> <p>Counting I join in with number songs and stories, with support.</p> <p>I am beginning to develop the knowledge that number words are separate.</p> <p>Cardinality I am beginning to notice numerals (number symbols)</p> <p>I am beginning to use my fingers to represent numbers, with support,</p> <p>Composition I am exploring the understanding that parts can be combined in any order, with support.</p>	<p>Comparison I am beginning to compare and recognise changes in numbers of things, using words like more, lots or 'same'</p> <p>I can find the exact same object.</p> <p>Counting I join in with number songs, stories.</p> <p>I am beginning to say numbers in order, some of which are in the right order (ordinality)</p> <p>I say some number names when I play.</p> <p>Cardinality I recognise some numbers of personal significance, with support</p> <p>I am beginning to use my fingers to represent numbers.</p> <p>Composition I am exploring the understanding that parts</p>	<p>Comparison I can visually compare two groups where one group is at least double the size of the other, with support.</p> <p>I can find all objects with a given attribute, with support</p> <p>Counting I can recite numbers to 5, with support.</p> <p>I am beginning to touch each item, saying one number for each item, using the stable order 1,2,3, with support.</p> <p>Cardinality I recognise some numbers of personal significance.</p> <p>I can represent numbers 1-5 using my fingers, with support</p> <p>I'm beginning to subitise one and two objects, with support.</p> <p>I can take turns to play maths games which involve counting and recognising numbers, with support.</p>	<p>Comparison I can visually compare two groups where one group is at least double the size of the other.</p> <p>I can find all objects with a given attribute.</p> <p>Counting I can recite numbers to 5.</p> <p>I am beginning to touch each item, saying one number for each item, using the stable order 1,2,3, with support.</p> <p>Cardinality I am beginning to recognise numbers 1-5, with support.</p> <p>I can represent numbers 1-5 using my fingers</p> <p>I am beginning to match the numeral with a group of items to show how many there are (up to 5) with support</p> <p>Composition I am exploring the idea of a single object being split into similar, and dissimilar, sized</p>	<p>Comparison I can visually compare two small groups (below 5) of similar objects when the quantities are closer together, with support.</p> <p>I can identify the attribute used to sort a set, with support.</p> <p>Counting I am beginning to recite numbers to 10, with support.</p> <p>I can touch (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5, with support.</p> <p>Cardinality I can recognise numerals 1-5.</p> <p>I am beginning to match the numeral with a group of items to show how many there are (up to 5) with support</p> <p>Composition I know the whole is bigger than the parts, with support.</p> <p>I am exploring the idea of a single object being split into</p>	<p>Comparison Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You've got two, I've got two. Same!</p> <p>I can identify the attribute used to sort a set</p> <p>Counting I can recite numbers to 10 and enjoy counting verbally as far as I can go</p> <p>I can touch (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5.</p> <p>I use some number names and number language within play</p> <p>Cardinality I am beginning to recognise numerals 5 to 10</p> <p>I can link numerals with amounts up to 5 and maybe beyond</p> <p>I can subitise one, two and three objects (without counting)</p>

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Nursery



		can be combined in any order.	<p>Composition I am exploring the idea of a single object being split into similar sized parts and those parts being combined to make the whole in practical ways, with support.</p>	parts and those parts being combined to make the whole in practical ways, with support.	similar, and dissimilar, sized parts and those parts being combined to make the whole in practical ways	<p>I can count up to five items, recognising that the last number said represents the total counted so far (cardinal principle)</p> <p>Composition I know that the whole is bigger than the parts.</p> <p>I am beginning to recognise that each counting number is one more than the one before</p> <p>I can separate a group of three or four objects in different ways, beginning to recognise that the total is still the same</p>
<p>Measure, shape & spatial thinking 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>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>Make comparisons between objects relating to size, length, weight and capacity</p> <p>Select shapes appropriately: flat surfaces for building, a</p>	<p>Spatial Awareness I can remember my way around a familiar environment</p> <p>I respond to some spatial and positional language, with support.</p> <p>Shape I can choose pieces and try to fit them in to a puzzle</p> <p>I am beginning to recognise that two objects have the same shape</p> <p>I can make simple constructions with support</p> <p>Pattern I am beginning to join in repeated sound and action patterns</p> <p>I am interested in what happens next using the</p>	<p>Spatial Awareness I respond to some spatial and positional language,</p> <p>Shape I can explore matching objects to silhouettes with support</p> <p>I can make simple constructions</p> <p>I can recognise that two objects have the same shape</p> <p>Pattern I can copy ABAB patterns using a matching strategy, with support.</p> <p>Measure I am beginning to use the words more, lots, full, empty, same, big, small, fat, thin to describe quantities and amounts, with support.</p>	<p>Spatial Awareness I practically explore positional language, with support.</p> <p>Shape I can name and find some 2d shapes in the environment, with support.</p> <p>Pattern I can copy ABAB patterns using a matching strategy</p> <p>Measure I am beginning to use the words more, lots, full, empty, same, big, small, fat, thin to describe quantities and amounts.</p> <p>I am beginning to use language of time such as first and then, with support, to sequence events.</p>	<p>Spatial Awareness I practically explore positional language.</p> <p>Shape I can name and find some 2d shapes in the environment.</p> <p>I can complete a basic inset puzzle by matching shapes and turning the pieces.</p> <p>Pattern I can explore simple linear patterns of two repeating items, with support</p> <p>Measure I can say when 2 objects are the same (size, capacity, length) and make comparisons using language such as bigger/ smaller, longer/shorter, heavier/lighter and empty/full, with support.</p>	<p>Spatial Awareness I understand positional language such as; on top, under and inside, with prompts</p> <p>Shape I use 2d and 3d shapes to create pictures and models, with adult support</p> <p>I can find objects which are <i>flat, curved and round</i>.</p> <p>Pattern I can add to simple linear patterns of two repeating items, e.g. stick, leaf (AB) and explore simple linear patterns of three repeating items stick, leaf, stone (ABC) with support</p> <p>Measure I am beginning to use the language of next and last.</p>	<p>Spatial Awareness I can respond to and use language of position and direction</p> <p>I can predict, move and rotate objects to fit the space or create the shape I would like</p> <p>Shape I can select shapes appropriately</p> <p>I respond to both informal language and common shape names</p> <p>I have an awareness of shape similarities and differences between objects</p> <p>I enjoy combining shapes to make new shapes with 2D and 3D shapes</p> <p>Pattern</p>

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<p>triangular prism for a roof, etc.</p> <p>Combine shapes to make new ones</p>	<p>pattern of everyday routines</p> <p>Measure I can explore differences in size, length, weight and capacity</p> <p>I am beginning to understand some talk about immediate past and future</p> <p>I am beginning to anticipate times of the day such as mealtimes or home time</p>			<p>I can use the language of first and then.</p>		<p>I can explore and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC)</p> <p>I can join in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next</p> <p>Measure In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items</p> <p>Recalls a sequence of events in everyday life and stories and use language, such as first, then, next, last</p>
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