

EYFS Curriculum Overview 2021-2022

Reception



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 ELG Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5</p> <p>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.</p> <p>Numerical Patterns ELG Verbally count beyond 20, recognising the pattern of the counting system</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity</p>	<p>Comparison I can find all objects with a given attribute and I am beginning to identify the attribute used to sort a set</p> <p>Counting I join in with number songs and stories.</p> <p>I can count objects, actions from 1-5 with support.</p> <p>I can recite numbers forwards and backwards to 5.</p> <p>Cardinality I can subitise numbers, presented in a familiar pattern, up to 3 with support.</p> <p>I can link the quantity to the cardinal number it represents (up to 5) with support.</p> <p>I can represent numbers (up to 5) using my fingers, with support.</p>	<p>Comparison I can say which group has more and which group has fewer, with support.</p> <p>I can use the language of equal to when two groups are the same, with support.</p> <p>Counting I can count and represent objects up to 5, with support.</p> <p>I can say what will be one more/one less than a given number (up to 5) using concrete objects with support.</p> <p>Cardinality I can subitise numbers, presented in familiar patterns, up to 5 with support</p> <p>Matches the numeral with a group of items to show how many there are (up to 5)</p> <p>Composition I am beginning to understand that a number can be made up of two smaller numbers</p>	<p>Comparison I can compare two quantities (up to 8) and say which has more/fewer items and which groups are the same.</p> <p>Counting I can recite numbers forwards and backwards to 8 sometimes using a number line with support.</p> <p>Cardinality I can subitise numbers, presented in familiar patterns, up to 5</p> <p>Matches the numeral with a group of items to show how many there are (up to 8) with support</p> <p>I can represent numbers (up to 8) using my fingers.</p> <p>Composition I know that a number can be made up of two smaller numbers.</p> <p>I can arrange compositions of number bonds to 5 in different ways using a five</p>	<p>Comparison I can estimate a number of things, showing understanding of relative size (with support)</p> <p>Counting I can count and represent objects up to 10, with support.</p> <p>I can recite numbers from 0 to 10 (and beyond) and back from 10 to 0</p> <p>Increasingly confident at putting numerals in order 0 to 10 (ordinality)</p> <p>Cardinality Matches the numeral with a group of items to show how many there are (up to 10) with support</p> <p>I can represent numbers (up to 10) using my fingers.</p> <p>Composition I can combine two groups to find the whole.</p> <p>I can partition numbers to 10 in a part whole model with</p>	<p>Comparison I can estimate a number of things, showing understanding of relative size</p> <p>Counting I can recite numbers forwards and backwards to 20 with support.</p> <p>I can count on, and back, from a given number up to 10 using a number line.</p> <p>I can count and represent objects up to 10.</p> <p>Cardinality Matches the numeral with a group of items to show how many there are (up to 10)</p> <p>Composition I can recall number bonds to 10.</p> <p>In practical activities, adds one and subtracts one (with numbers to 10) with support</p>	<p>Comparison I can sort quantities into groups which are the same, different and equal and use language of more/fewer.</p> <p>I can share a given quantity into two equal groups.</p> <p>I can halve a whole number by sorting it into two equal groups.</p> <p>I know that when a group can't be shared equally, it is odd and when a group can be shared equally, it is even.</p> <p>Counting I can recite numbers forwards and backwards to 20.</p> <p>Cardinality Beginning to match the numeral to group of items to show how many there are (beyond 10)</p> <p>Composition Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees</p>

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<p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>I can take turns to play maths games which involve counting and recognising numerals (up to 5.)</p> <p><u>Composition</u> I am beginning to recognise that each counting number is one more than the one before</p> <p>I am beginning to separate a group of three or four objects in different ways, beginning to recognise that the total is still the same</p>		<p>frame, with support.</p> <p>I can begin to show a knowledge of number bonds to 5.</p>	<p>support.</p> <p>I am beginning to learn some number bonds to ten with support.</p> <p>I can arrange compositions of number bonds to 10 in different ways using a tens frame, with support.</p> <p>I can use ten frames to make numbers beyond 10 with support.</p>		<p>six raisins on a plate as three and three</p> <p>In practical activities, adds one and subtracts one (with numbers to 10)</p>
<p>Maths – Measure, shape & spatial thinking</p> <p>There are no early learning goals that directly link to shape, spatial thinking or measurement objectives. However, children will have experienced rich opportunities to develop these skills in order to enable them to access the national curriculum content.</p>	<p><u>Spatial Awareness</u> I can complete a 9–12-piece puzzle by manipulating the shapes and using a picture for reference</p> <p><u>Shape</u> I can sort objects based on different attributes e.g., colour, size, shape with support.</p> <p><u>Pattern</u> I can extend and copy a repeating ABAB pattern.</p> <p><u>Measure</u> I can match objects.</p> <p>I can make comparisons using language such as bigger/ smaller, heavier/lighter and empty/full with support.</p>	<p><u>Spatial Awareness</u> I understand positional language In front, on top, next to, behind with support.</p> <p><u>Shape</u> I can name and recognise circles, triangles, squares and rectangles.</p> <p>I can describe a shape using terms such as ‘sides, corners with support.</p> <p><u>Pattern</u></p> <p><u>Measure</u> I am beginning to measure time in simple ways with support.</p> <p>I use language of time, such as first, then, next, last, to sequence events.</p>	<p><u>Spatial Awareness</u></p> <p><u>Shape</u> I can recognise and name some basic 2-D and 3-D shapes.</p> <p>I can describe a shape using terms such as ‘sides, corners, flat, solid, faces.</p> <p><u>Pattern</u></p> <p><u>Measure</u> I can recite the days of the week in order, with support.</p> <p>I can make comparisons using language such as bigger/biggest, smaller/smallest, longer/longest, shorter/shortest, heavier/heaviest, lighter/lightest.</p>	<p><u>Spatial Awareness</u> Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning)</p> <p><u>Shape</u></p> <p><u>Pattern</u> I can create my own AB patterns.</p> <p>I can repeat more complex patterns e.g., AABB, ABB, AABBB.</p> <p><u>Measure</u></p>	<p><u>Spatial Awareness</u> Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes</p> <p><u>Shape</u> I am beginning to understand the relationship between 2d and 3d shapes.</p> <p><u>Pattern</u></p> <p><u>Measure</u></p>	<p><u>Spatial Awareness</u> Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints</p> <p><u>Shape</u></p> <p><u>Pattern</u></p> <p><u>Measure</u> I can describe length using shorter than, it is longer than, it is equal to.</p> <p>I can describe weight, using heavier than, it is lighter than, it is equal to.</p> <p>I can describe distance Far, further, furthest</p> <p>I can describe capacity</p>