

EYFS Curriculum Overview 2023-2024

Reception



Maths

Statutory Guidance:

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.

	Advent One	Advent Two	Lent One	Lent Two	Pentecost One	Pentecost Two
Number ELG Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5 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. Numerical Patterns ELG 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	<u>Counting</u> I can hear and join in with the counting sequence. I know the last number in the count tells us 'how many' (cardinality) I know each thing must be counted once and once only and, in any order (1:1 correspondence) <u>Composition</u> I am beginning to recognise that numbers can be made of ones. I can explore the composition of 3 and 4 <u>Subitising</u> I can subitise different arrangements, both unstructured and structured, including using the Hungarian number frame (up to 4)	<u>Comparison</u> I can compare sets of objects by matching. I am beginning to describe the matching attribute of a set <u>Counting and Cardinality</u> I am beginning to connect quantities and numbers to finger patterns. I am beginning to count beyond 5 <u>Composition</u> I can explore the concept of 'whole' I can explore the composition of 5 <u>Subitising</u> I can connect subitised quantities to numerals	<u>Comparison</u> I can explore equal and unequal groups when comparing numbers I am beginning to notice whether a change creates a number which is more/less <u>Counting, Cardinality and Ordinality</u> I can order numbers to 5 I develop my understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern (1 more and 1 less) <u>Composition</u> I can begin to identify missing parts for numbers within 5 I can explore the '5 and a bit' structure using fingers/die patterns	<u>Comparison</u> <u>Counting, Cardinality and Ordinality</u> I can play track games. <u>Composition</u> I can explore the composition of 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame. I can sort odd and even numbers according to their 'shape' <u>Subitising</u> I understand that two equal groups can be called a 'double' and connect this to finger patterns. I continue to develop my subitising skills for numbers within 6	<u>Comparison</u> <u>Counting, Cardinality and Ordinality</u> I can count larger amounts as well as counting actions and sounds <u>Composition</u> I can represent numbers using a 10-frame/fingers I can make doubles using different representations <u>Subitising and the Rekenrek</u> I can see small quantities and numbers within larger quantities I can link familiar representations (numbers of fingers) to representations on the rekenrek	<u>Comparison</u> I continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 I can compare groups of objects that are of different sizes/colours/attributes. <u>Counting, Cardinality and Ordinality</u> I can recognise the pattern of the counting system when counting beyond 20 <u>Composition</u> I can explore the composition of numbers to 10 I can generalise about 1 more/1 less within 10 I can recall doubles facts up to '5 and 5 make 10' I can recall the 'numbers within' 3, 4, 5 and 10

EYFS Curriculum Overview 2023-2024

Reception



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.						
Maths – Measure, shape & spatial thinking 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.	Shape and Space I can complete a 9–12-piece puzzle by manipulating the shapes and using a picture for reference Pattern I can extend and copy a repeating ABAB pattern. Measure I can recognise attributes e.g. a stick is long, adults are tall	Shape and Space I can use spatial vocabulary relating to position: In front, on top, next to, behind, under I can name and recognise circles, triangles, squares and rectangles. Pattern I can create my own AB pattern I can spot an error in an AB pattern Measure I can make comparisons using language such as bigger/ smaller, heavier/lighter and empty/full with support.	Shape and Space I can recognise and name some 3-D shapes. I can describe a shape using terms such as 'sides, corners, flat, solid, faces. Pattern I can continue an ABC patterns. Measure I can explore the relationship between size and number of units I am beginning to use time to sequence events	Shape and Space I can use spatial vocabulary relating to direction: up, down, across Pattern I can repeat more complex patterns e.g., ABB, ABBC Measure I can make comparisons using language such as bigger/biggest, smaller/smallest, longer/longest, shorter/shortest, heavier/heaviest, lighter/lightest.	Shape and Space I am developing an awareness of the relationship between shapes e.g. which shapes can be combined to make others, 2d shapes as the face of a 3d Pattern I can spot an error in an ABB pattern Measure I begin to experience specific time durations	Shape and Space I can use spatial vocabulary relating to viewpoint e.g. in front of, behind, forwards, backwards Pattern I can generalise a structure to another mode/context Measure I can recite the days of the week in order, with support.