

PRIMARY ADVANTAGE - EYFS - MATHS CURRICULUM MAP

Counting and Cardinality, Comparison, Composition, Shape and Spatial Awareness, Measure, Pattern

EYFS 1						EYFS 2					
1	2	3	4	5	6	7	8	9	10	11	12
<p>Develop a fast recognition of up to 3 objects (without having to count them individually-subitise)</p> <p>Say what is different and what is the same about collections</p> <p>Respond to words like 'lots' or 'more'</p> <p>Begin to understand that things might happen 'now' or at another time, in routines</p>	<p>Recite number names in sequence past 5</p> <p>Select a small number of objects from a group</p> <p>Compare quantities and recognise changes in numbers of things using words such as 'more' 'lots' 'fewer' 'less'</p> <p>Begin to categorise objects according to properties such as shape (and colour)</p> <p>Begin to categorise objects according to their properties such as size</p>	<p>Say one number for each item in order; 1, 2, 3, 4, 5. (One to one correspondence)</p> <p>Compare quantities using words such as 'the same'</p> <p>Show an interest in shapes in the environment</p> <p>Talk about and explore 2D/3D shapes (e.g. circles, rectangles, triangles and cuboids)</p> <p>Make comparisons between objects relating to size</p>	<p>Match numeral and quantity to 5 (including showing the right number of objects)</p> <p>Know that a group of things changes in quantity when something is added or taken away</p> <p>Talk about and explore 2d and 3d shapes using mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'</p> <p>Make comparisons between objects relating to weight</p> <p>Extend, continue and create ABAB patterns (e.g.</p>	<p>Show 'finger numbers' up to 5</p> <p>Count objects in a line (to 5)</p> <p>Understand positional language through words alone e.g. 'in', 'on', 'under' 'up', 'down', 'besides' and 'between'</p> <p>Explore capacity and make comparisons between objects relating to capacity (which holds more/less)</p> <p>Anticipate times of the day- such as meal times and home time</p> <p>Understand some talk about</p>	<p>Know that when counting a group the last number represents the quantity (within 5)</p> <p>Experiment with their own symbols and marks as well as numerals</p> <p>Solve real mathematical problems with numbers up to 5</p> <p>Describe a familiar route</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'</p> <p>Explore how things look from different viewpoints including</p>	<p>Explore numbers to gain a deep understanding of numbers to 10 (5 principles of counting/number formation)</p> <p>Count forwards and backwards 0-10</p> <p>Use one to one correspondence (touch each object and give it a number)</p> <p>Count objects, actions and sounds</p> <p>Count out objects from a larger group (within 10)</p> <p>Know that the last number counted</p>	<p>Show finger numbers up to 10</p> <p>Recognise numerals 0-5, then 0-10</p> <p>Link the numeral with its cardinal value 1 to 5, then 1-10 objects</p> <p>Know that a number does not change if things are rearranged</p> <p>Compare collections of different amounts using language such as 'more / fewer'</p> <p>Compare collections of equal amounts using language such as 'same'</p>	<p>Count forwards and backwards beyond 20 recognising patterns of the counting system</p> <p>Estimate how many objects they can see and check by counting</p> <p>Use reasoning to compare numbers and quantities</p> <p>Explore the composition of numbers 1,2,3,4 and 5</p> <p>To represent spatial relationships (e.g. maps)</p> <p>Compare 2 items by capacity and find out which item is more full/less full and which</p>	<p>Explore using a range of their own marks and signs to which they ascribe mathematical meanings</p> <p>Know the 'one more than/one less than' relationship between consecutive numbers</p> <p>Explore the composition of numbers 6,7,8,</p> <p>Explore the composition of numbers 9,10</p> <p>Record number stories using pictures, numbers and symbols (e.g. arrows)</p> <p>Identify similarities between shapes</p>	<p>Explore how quantities can be distributed equally (within 10)</p> <p>Explore and represent odd and even number patterns within numbers up to 10</p> <p>Explore and represent double facts within numbers up to 10.</p> <p>Automatically recall number bonds including subtraction facts (0-5)</p> <p>Show an awareness of properties of shape</p> <p>Describe properties of shape</p>	<p>Compare quantities up to 10 using language 'more than', 'greater than' 'less than', 'fewer', 'the same as' 'equal to'</p> <p>Automatically recall some number bonds for numbers 0-10 (including double facts)</p> <p>Begin to explore and work out mathematical problems including '+' or '-'</p> <p>Use own ideas to make models, solve problems and visualise what they will build.</p>

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	Talk about and identify patterns in the environment		stick, leaf, stick leaf) Notice and correct an error in a repeating pattern	immediate future and immediate past (e.g. later or before) Begin to describe a sequence of, real or fictional events, using words such as 'first', 'then'	things that are near or far away Select shapes appropriately when building (e.g. triangular prism for a roof) Combine shapes to make new ones Make comparisons between objects relating to length	gives the total so far Subitise numbers up to 5 Develop spatial awareness by experiencing different viewpoints Respond and use language of position and direction Respond and use language of which is relative to the viewpoint Recognise attributes (e.g. stick is long, adults are tall) Compare 2 items by size and find out which is bigger/smaller Continue, copy and create an AB pattern	Develop shape awareness through construction (including selecting, rotating and manipulating 2D and 3D shapes) Compare 2 items by length or height (from aligned starting points) and find out which item is longer/shorter, taller, shorter. Notice and correct an error in an AB pattern and discuss how to fix it Identify the unit of repeat in an AB pattern	holds 'more than' Compare 2 items by weight and find out which item is heavier/lighter Continue an ABC pattern Continue a pattern which ends mid-unit Create an ABB, ABBC pattern. Spot an error in an ABB pattern	Show an awareness of comparison in estimating and testing predicting (e.g. what do you think will happen if we pour this thin jugful into this short fat dish?) Compare indirectly (e.g. packing a shopping bag- heaviest items first) Record a pattern and explain the sequence Generalise structures to another context or mode	Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Recognise the relationship between the size and number of units Begin to use units to compare things Make a pattern which repeats around a circle Make a pattern around a border with a fixed number of spaces	Begin to use time to sequence events including positional language and relational terms. Begin to experience specific time durations (including becoming familiar with measuring tools in everyday experiences and play e.g. a stopwatch) Identify patterns around us (e.g. stories, songs, rhymes, wallpaper etc)
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