

# EYFS Maths Curriculum



## Twos & Nursery

### Cardinality and Counting

Learning number names, initially to five, lots of opportunities to count things e.g: how many are in the sand?

Number songs.

### Comparison

Comparing collections of objects to use the vocabulary of more and less, bigger and smaller.

### Pattern

Opportunities to see and talk about patterns.

Use mathematical language and rhythm to explain simple patterns e.g: big, small, big, small.

### Shape and Space

Opportunities to move themselves and objects around so they see things from different perspectives.

Making constructions, patterns and pictures.

Positional language such as in, on, under.

Developing shape awareness and exploring with shape.

### Measure

Basic mathematical language to describe size e.g: big, small, long, short.

They may also use language to describe capacity eg: full, empty, heavy, light.

|            | Autumn                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Spring                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Summer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reception  | <ul style="list-style-type: none"> <li>– Subitising within 3</li> <li>– Focus on counting skills</li> <li>– Explore how all numbers are made of 1s</li> <li>– Focus on composition of 3 and 4</li> <li>– Subitise objects and sounds</li> <li>– Comparison of sets – ‘just looking’</li> <li>– Use the language of comparison: more than and fewer than</li> </ul>                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>- Subitise within 5, focusing on die patterns</li> <li>- Match numerals to quantities within 5</li> <li>- Counting – focus on ordinality and the ‘staircase’ pattern</li> <li>- See that each number is one more than the previous number</li> <li>- Focus on 5</li> <li>- Focus on 6 and 7 as ‘5 and a bit’</li> <li>- Compare sets and use language of comparison: more than, fewer than, an equal number to</li> <li>- Make unequal sets equal</li> <li>- Mass and Capacity: Length, height and time</li> <li>- Focus on the ‘staircase’ pattern and ordering numbers</li> <li>- Focus on ordering of numbers to 8</li> <li>- Use language of less than</li> <li>- Focus on 7</li> <li>- Doubles – explore how some numbers can be made with 2 equal parts</li> <li>- Sorting numbers according to attributes – odd and even numbers</li> <li>- Exploring 3D shapes</li> </ul> | <ul style="list-style-type: none"> <li>- Counting – larger sets and thins that cannot be seen</li> <li>- Subitising – to 6, including structured arrangements</li> <li>- Composition – ‘5 and a bit’</li> <li>- Composition – of 10</li> <li>- Comparison – linked to ordinality</li> <li>- Play track games</li> <li>- Manipulate, compose and decompose</li> <li>- Subitise to 5 and introduce rekenrek</li> <li>- Automatic recall of bonds to 5</li> <li>- Composition of numbers to 10</li> <li>- Comparison</li> <li>- Number patterns</li> <li>- Review: Counting</li> <li>- Visualise, build and map</li> </ul> |
| NCETEM     | <ul style="list-style-type: none"> <li>– Shape: Measure and Patterns</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| White Rose | <ul style="list-style-type: none"> <li>– Five-ness of 5</li> <li>– Using one hand and the die pattern for 5</li> <li>– Comparison of sets – by matching</li> <li>– Use the language of comparison: more than and fewer than an equal number</li> <li>– Explore the concept of ‘whole’ and ‘part’</li> <li>– Focus on the composition of 3, 4 and 5</li> <li>– Practise object counting skills</li> <li>– Match numerals to quantities within 10</li> <li>– Verbal counting beyond 20</li> <li>– Circles and triangles / shapes with 4 sides</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |