



The Foundations of Mathematics in EYFS

Our EYFs curriculum is planned to be rich, inspiring and broad to allow all of children to widen their horizons in each subject, through **holistic learning**. It provides the depth that enables our children to become confident independent learners and are supported to have in depth knowledge and skills essential for all areas of development. Our Early Years provision provides children with a wide range of rich, first hand learning experiences to take the curriculum beyond the classroom and develop their love of learning, independence and creative thinking. Our curriculum has been developed to offer children a wide range of opportunities to personalise their learning in order to develop existing talents and interests and discover new ones. Our foundation stage raises children's aspirations and equips them with the knowledge and skills to flourish in their next stage of their education.

Reception

Autumn1- Me, my family and my village
Harvest/ Autumn

Autumn 2- Heroes People who help us, Why do we wear poppies?
Bonfire night
Christmas

Spring 1 - Winter
Chinese New Year
Africa

Spring 2 - Traditional Tales
Growing plants
Easter/ Spring

Summer 1 - Lifecycle

Summer 2 - Transport and Travel
Pirates/ The Seaside

Nursery 2 (3-4 Year Olds)

Autumn 1 - All about me (when I grow up)
Autumn - Forest Classroom

Autumn 2 - Colour and Celebrations, (Diwali, Christenings, Christmas, Halloween and Bonfire night)

Spring 1 - Winter
Once upon a time and rhyme,
Chinese New Year

Spring 2 - Mr Wolf's Pancakes
Bible stories - Noahs Ark and Animals
Spring / Easter

Summer 1 - Lifecycle/ Growing

Summer 2 Healthy foods,
People Who Help Us

Nursery 1 (2-3 Year Olds)

Term1- Nursery rhymes / I Can.. (new skills routines, sensory experiences)

Term 2- Animals/ Pets / Textures and Colours

Term 3- Teddy Bears Picnic

Possible extra topics - Easter, Christmas, Halloween, Mother's Day and Father's Day

Mathematics

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.

The most relevant statements for maths are taken from the following areas of learning:

- Communication and Language
- Mathematics

Mathematics		
Two and Three Year Olds	Mathematics	<p>I can join in number rhymes, with actions. 1/2</p> <p>I can react to changes of amounts of objects. 2/3</p> <p>I can say when the amount of objects change using the language- lots, more and the same. 2/3</p> <p>I can count in everyday context sometimes skipping numbers. 2/3</p> <p>I can build with a range of resources.2</p> <p>I can complete a simple jigsaw. 1/2</p> <p>I can compare sizes, weights etc using gestures and some language such as bigger, little and smaller. 2/3</p> <p>I can notice patterns and am beginning to arrange things in patterns. 3</p> <p>I can explore and recognise some 2d shapes and colours. 2/3</p>

<p>Three and Four-Year-Olds</p>	<p>Mathematics</p>	<p>I can count 1,2,3,4,5 and beyond. 1/2</p> <p>I can tell you 'how many' when I count a small set of objects. 1/2</p> <p>I can show you an amount, up to 5 on my fingers. 2/3</p> <p>I can count to 10. 2</p> <p>I can recognise the numbers 1,2,3,4,5 by pointing to them when you ask me and give you the correct amount. 2/3</p> <p>I know in a simple number song understanding counting forwards using puppets and picture cards. 1</p> <p>I can tell you straight away if I think the group of objects or people has more or less.2</p> <p>I know simple 3D shapes like sphere and cube finding them in the natural environment (maybe pyramid and cone) 3</p> <p>I can name and talk about the properties of a 2D shape using the words sides, flat and straight. 2</p> <p>I understand positional language. 1/2/3</p> <p>I can use the language of size, length and weight. Big, small, long, short, heavy, light. 1/2/3</p> <p>I can use number language, developing vocabulary more than, fewer than, big, small, colour and 2D shape.1/2/3</p> <p>I can sequence events, use positional language and routes. 1/2/3</p> <p>I can solve practical problems using the correct language to compare problems you give me. 3</p> <p>I can subitise to 3 2/3</p> <p>I can notice differences and I am beginning to explore how to follow a pattern identifying any errors. 2</p> <p>I can sort objects by shape, colour and size.1</p>
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Reception	Mathematics	<p>I can count out objects to 10. 1,2,3</p> <p>I can match objects to number amounts. 1,2</p> <p>I can tell you how many by counting out loud. 1,2</p> <p>I can guess 'how many' with near accuracy showing I know 'how many' that number might look like in objects. 1,2,3</p> <p>When you ask me to 'give you' 7,8,9,10 objects, I can do this with confidence. 1,2,3</p> <p>I can sing an action and counting song. 1,2</p> <p>I can recognise numbers to 10. 1,2,3</p> <p>I can roll a dice and tell you the number I land on. 1,2,3</p> <p>I can recognise instantly 1-6 objects or dots. 1,2</p> <p>I can show you 5-10 on my fingers. 1,2,3</p> <p>I can show in objects the value of 1-10. 1,2,3</p> <p>I can show you a number identity with Numicon pieces. 1,2,3</p> <p>I can record number quantities with dots and numbers. 1,2,3</p> <p>I can write numbers 0-10. 2,3</p> <p>I can count beyond 10 to 20 independently. 2,3</p> <p>I can count along a number line. 2,3</p> <p>I can recognise numbers in the environment and tell you what they might be. 1,2</p> <p>I can recognise and say this amount is the same. 2,3</p> <p>I can talk about amounts as more than and less than, fewer and the same as. 1,2</p> <p>I can understand one more when asked 'one more than ...' to 10. 1,2</p> <p>I can count 1-10 adding one more object to make the correct amount. 1,2</p> <p>I can say what 1 less than a given number to 10 is. 1,2</p> <p>I can tell the doubles of 1,2,3,4,5. 2,3</p> <p>I can show doubles in objects. 2,3</p> <p>I can write the doubles in a simple number sentence $1+1=2$, $2+2=4$. 3</p> <p>I can mentally recall doubles when asked. 2,3</p> <p>I know the composition of numbers to 10. 2,3</p> <p>I can tell you in a problem how many more we need to make the number to 10. 2,3</p> <p>I can use a number frame and tell you how many more to make the number. 1,2</p> <p>I can name 2D shapes. 1,2</p> <p>I can use 2D shapes to make a picture. 1,2</p> <p>I can select, rotate and manipulate shapes to make a picture. 1,2,3</p> <p>I can find a 2D shape in the environment. 1,2</p> <p>I can find a 3D shape in the environment. 2,3</p> <p>I can continue and replicate patterns (AB, ABB, ABBC). 1,2,3</p> <p>I can see a mistake in a pattern and correct it. 2,3</p> <p>I can tell you if it is longer or shorter than a pencil. 1,2</p> <p>I can order two things according to length. 1,2</p> <p>I can order two things according to weight. 2,3</p> <p>I can order two things saying which will hold the most. 2,3</p>
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Mathematics ELG

Number

- 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

- 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 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.

Mathematics