

Maths in the EYFS 2022 onwards

Development Matters	ELG	How this can be achieved in EYFS	Sticky Knowledge: By the end of EYFS the children will know...	Maths KS1
<p>Reception:</p> <ul style="list-style-type: none"> Learn new vocabulary. Use new vocabulary throughout the day. Count objects, actions and sounds. Count beyond ten. Subitise. Link the number symbol (numeral) with its cardinal number value. Link the number symbol (numeral) with its cardinal number value. Compare numbers Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0-5 and some to 10. Compare length, weight and capacity. Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children can recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns. 	<p><u>ELG Speaking</u></p> <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. <p><u>ELG Numerical Patterns</u></p> <ul style="list-style-type: none"> 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 evenly. <p><u>ELG Number</u></p> <ul style="list-style-type: none"> Subitise (recognising quantities without counting) up to 5. Have a deep understanding of numbers to 10, including the composition of each number. 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>In practical activities and challenges in continuous provision children will:</p> <p><u>Autumn Term:</u></p> <p>Number Children will have a deep understanding of 1-3, then 1-5</p> <p>Numerical Patterns Children will verbally say which group has more or less. Children will compare equal and unequal groups.</p> <p>Shape, Space and Measure Compare size/mass/capacity Comparing 2D shapes Night and day (routines/time)</p> <p><u>Spring Term:</u></p> <p>Number Children will have a deep understanding of numbers 1-10.</p> <p>Numerical Patterns Children will understand and explore the difference between odd and even numbers. Children will add and subtract using number sentences.</p> <p>Shape, Space and Measure Length and height 3D shape</p> <p><u>Summer Term:</u></p> <p>Number Children will know number bonds to 10, including doubling facts. To recognise numbers to 20</p> <p>Numerical Patterns Children will be able to find missing numbers from addition and subtraction number sentences. Children will be able to count beyond 20 and higher. Children will share quantities equally.</p> <p>Shape, Space and Measure Measure Capacity Shape patterns</p>	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> To recognise numbers 1-10 To subitise to 6 To find one more of numbers to 10 To find one less of numbers to 10 To know the composition of numbers to 10, e.g. 6 and 4 makes 10, 10 is made from 6 and 4. To know doubles facts. To know which group has more/fewer/equal to To count to 20 in order. To match objects To sort objects To copy, continue and create simple patterns of 2 or more steps. To name 2D shapes To recognise coins 1p, 2p, 5p, 10p To recognise o'clock times on a clock. To compare and order 2 or more objects by capacity, length, height or size and use correct language. To measure using non-standard measure. To know odd and even numbers To combine two groups of objects to add. To take a group away to subtract. To match number to quantity to 10 accurately. To know the days of the week in order. To name 3D shapes and describe their properties. To know what estimate means. To share quantities equally. <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> Cardinal, classification, conservation, numeral, ordinal, partition, subitise, number, quantity, is made of, equal, Number names and language, more, a lot, same, different, number names, next, altogether, more than, less than, how many, under, over, on top, estimate 	<ul style="list-style-type: none"> Count to and across 100, forward and backward, beginning with 0 or 1, or from any given number Count, read and write numbers to 100 in numerals Given a number, can identify 1 more or 1 less Count in multiples of 2s, 5s and 10s Use the language of: equal to, more than, less than (fewer), most, least Recognise, find and name a half as one of two equal parts of an object, shape or quantity Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity Explore and identify pattern within the number system Sound knowledge of 2D and 3D shapes, including: rectangles (including squares) circles, triangles cuboids (including cubes), pyramids, spheres Use and apply in practical contexts, a range of measures, including time.



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