

# EYFS Maths Curriculum

<p><b>Over Arching Principles</b></p>	<ul style="list-style-type: none"> <li>• <b>A unique child:</b> Recognizes that every child is a unique individual who is constantly learning and can be resilient, capable, confident, and self-assured.</li> <li>• <b>Positive relationships:</b> Highlights that children learn to be strong and independent through positive relationships with adults and their peers.</li> <li>• <b>Enabling environments:</b> Focuses on creating environments where children can learn and develop successfully, with adults who respond to their individual interests and needs.</li> <li>• <b>Learning and development:</b> Acknowledges that children develop and learn in different ways and at different rates, and that the curriculum must reflect these different ways of learning.</li> </ul>						
<p><b>Characteristics of Effective Learning</b></p>	<p><b>Playing and exploring</b></p> <ul style="list-style-type: none"> <li>• <b>Finding out and exploring:</b> Children are curious about people, their environment, and events.</li> <li>• <b>Playing with what they know:</b> They use their experiences to create pretend scenarios and take on roles.</li> <li>• <b>Being willing to have a go:</b> They are motivated to start activities, take risks, and are not afraid of making mistakes.</li> </ul> <p><b>Active learning</b></p> <ul style="list-style-type: none"> <li>• <b>Being involved and concentrating:</b> They stay focused on a task and are engaged in the activity.</li> <li>• <b>Persevering:</b> They keep trying when faced with difficulties and don't give up easily.</li> <li>• <b>Enjoying achievements:</b> They feel a sense of accomplishment when they succeed.</li> </ul> <p><b>Creating and thinking critically</b></p> <ul style="list-style-type: none"> <li>• <b>Having their own ideas:</b> They develop their own thoughts and concepts.</li> <li>• <b>Making links:</b> They connect ideas and see relationships between different things.</li> <li>• <b>Choosing ways to do things:</b> They develop and use their own strategies to achieve a goal.</li> </ul>						
<p><b>Core Vocabulary</b></p>	<p><b>Number &amp; Counting</b> Count Number Digit Numeral Quantity One-to-one correspondence Subitise More Fewer Less Same Equal Compare Order Sequence Before After</p>	<p>Next Zero First Then Now</p>	<p><b>Composition &amp; Calculation</b> Part Whole Part-whole model Add Plus Altogether Total Take away Subtract Difference Number bond Double Half Share Group Odd Even</p>	<p><b>Shape &amp; Spatial Reasoning</b> Shape 2D shape 3D shape Circle Triangle Square Rectangle Hexagon Cube Sphere Cone Cylinder Face Edge Corner Side Pattern Rotate</p>	<p><b>Position &amp; Direction</b> In On Under Next to Behind In front Above Below Between Left Right Forwards Backwards Turn Direction Move Position</p>	<p><b>Measures &amp; Comparison</b> Measure Compare Size Length Height Weight Mass Capacity Full Empty More Less Heavier Lighter Taller Shorter Longer Smaller</p>	<p><b>Time &amp; Daily Routines</b> Morning Afternoon Evening Night Day Week Today Tomorrow Yesterday Soon Later Before After Now Sequence Routine</p>

# AUTUMN TERM - Link to NC Maths

ELG  
AT THE END  
OF THE YEAR

## ELG Number

Children at the expected level of development will: -

- **Deep understanding of numbers:** Children should understand what numbers up to 10 means, including how they are made up
- **Subitising:** The ability to instantly recognize small quantities, such as seeing three dots and knowing it's three without counting.
- **Number bonds:** Automatically recalling simple addition and subtraction facts for numbers up to 5, and some to 10, such as double facts.
- **Comparison:** Comparing quantities up to 10 to determine which is greater than, less than, or the same as another.
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## ELG Numerical Patterns

Children at the expected level of development will: -

- **Recognizing and exploring patterns:** Children should be able to identify and explore patterns within numbers up to 10.

**Specific examples:** This includes recognizing even and odd numbers and understanding how quantities can be shared equally.

# What we want the children to KNOW

Number

## Comparing Amounts

- Use language such as “more,” “fewer,” and “same” to compare groups of objects.
- Begin to subitise small quantities (up to 3) without counting.
- Recognise when two groups have the same number of items.

## Numbers 1-5

- Recognise and represent numbers 1 to 5 using fingers, objects, and marks.
- Match numerals to quantities for numbers 1 to 5.
- Understand that numbers can be shown in different ways.
- Begin to understand the concept of “zero” as representing none.

## Composition of Numbers

- Explore different ways to make numbers up to 5 (e.g., 2 is 1 and 1).
- Use part-whole language and practical resources to show how numbers can be split and combined.
- Begin to record number stories using marks or drawings.

Shape and  
measures

## Shape & Spatial Awareness

- Recognise and name common 2D shapes (circle, triangle, square).
- Describe shapes using words like “sides,” “corners,” and “round.”
- Use shapes to make pictures and patterns.

**Positional Language**

- Use and understand positional language (e.g., “in,” “on,” “under,” “next to”).
- Follow and give simple positional instructions.
- Use positional language in play and storytelling.

# SPRING TERM - Link to NC Maths

ELG  
AT THE END OF  
THE YEAR

## ELG Number

Children at the expected level of development will: -

- **Deep understanding of numbers:** Children should understand what numbers up to 10 means, including how they are made up
- **Subitising:** The ability to instantly recognize small quantities, such as seeing three dots and knowing it's three without counting.
- **Number bonds:** Automatically recalling simple addition and subtraction facts for numbers up to 5, and some to 10, such as double facts.
- **Comparison:** Comparing quantities up to 10 to determine which is greater than, less than, or the same as another.
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## ELG Numerical Patterns

Children at the expected level of development will: -

- **Recognizing and exploring patterns:** Children should be able to identify and explore patterns within numbers up to 10.  
**Specific examples:** This includes recognizing even and odd numbers and understanding how quantities can be shared equally.

# What we want the children to KNOW

Number

## Numbers to 5 and Beyond

- Count reliably to 5 and begin to count beyond using one-to-one correspondence.
- Recognise numerals to 5 and match them to quantities.
- Begin to understand the concept of zero as representing none.

## Composition of Numbers

- Explore different ways to make 4 and 5 using part-whole models.
- Use practical resources to combine and partition numbers.
- Begin to record number stories using marks, drawings, or symbols.

## Numbers 6-10

- Count, represent, and order numbers to 10 using objects, fingers, and marks.
- Match numerals to quantities and begin to subitise up to 5.
- Use counting strategies to solve simple problems.

## Composition of Numbers

- Explore the different ways to make numbers 6 to 10.
- Use part-whole language and models to show how numbers can be split and combined.
- Begin to use number bonds with increasing confidence.

## Bonds to 10

- Begin to recall number bonds to 10 using practical resources.
- Use ten frames, fingers, and part-whole models to explore combinations.
- Begin to solve simple addition and subtraction problems using known facts.

<p>Numerical patterns</p>	<p><b>Comparing Numbers</b></p> <ul style="list-style-type: none"> <li>• Compare numbers using language such as “more than,” “less than,” and “equal to.”</li> <li>• Order numbers to 10 and begin to identify missing numbers in sequences.</li> </ul> <p>Use number lines and counting frames to support comparisons.</p>	
<p>Shape and Measures</p>	<p><b>Comparing Mass and Capacity</b></p> <ul style="list-style-type: none"> <li>• Use language such as “heavier,” “lighter,” “full,” “empty,” “more,” and “less” to compare objects.</li> <li>• Explore mass and capacity through hands-on play and investigation.</li> <li>• Begin to estimate and test using balance scales and containers.</li> </ul>	<p><b>2D &amp; 3D Shape</b></p> <ul style="list-style-type: none"> <li>• Recognise and name common 2D shapes (e.g., rectangle, hexagon) and 3D shapes (e.g., cube, sphere).</li> <li>• Begin to describe shapes using mathematical vocabulary (e.g., sides, corners, faces).</li> <li>• Use shapes to build models and patterns.</li> </ul>

## SUMMER TERM - Link to NC Maths

ELG  
AT THE END OF THE  
YEAR

### ELG Number

Children at the expected level of development will: -

- **Deep understanding of numbers:** Children should understand what numbers up to 10 means, including how they are made up
- **Subitising:** The ability to instantly recognize small quantities, such as seeing three dots and knowing it's three without counting.
- **Number bonds:** Automatically recalling simple addition and subtraction facts for numbers up to 5, and some to 10, such as double facts.
- **Comparison:** Comparing quantities up to 10 to determine which is greater than, less than, or the same as another.
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### ELG Numerical Patterns

Children at the expected level of development will: -

- **Recognizing and exploring patterns:** Children should be able to identify and explore patterns within numbers up to 10.

**Specific examples:** This includes recognizing even and odd numbers and understanding how quantities can be shared equally.

## What we want the children to KNOW

Number

### Building Numbers Beyond 10

- Count reliably beyond 10 using one-to-one correspondence.
- Recognise, represent, and order numbers to 20 using objects, numerals, and ten frames.
- Begin to identify patterns in the number system (e.g., teen numbers start with 1).
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### Addition & Subtraction Stories

- Use real-life contexts to explore “first, then, now” stories (e.g., “First there were 3 frogs, then 2 more jumped in..”).
- Represent and solve simple addition and subtraction problems using objects, fingers, and drawings.
- Begin to use mathematical language to describe what is happening (e.g., “add,” “take away,” “how many left?”).

### Counting On & Counting Back

- Use counting on and back strategies to solve problems within 10.
- Begin to record number sentences using symbols (+, -, =) with adult support.
- Use number lines and ten frames to support mental strategies.

<p>Numerical patterns</p>	<p><b>Counting Patterns</b></p> <ul style="list-style-type: none"> <li>• Count forwards and backwards to and from 20.</li> <li>• Identify missing numbers in a sequence up to 20.</li> <li>• Begin to group and count in 2s and 10s using practical resources.</li> </ul>	
<p>Shape and Measures</p>	<p><b>Spatial Reasoning: Match, Rotate, Manipulate</b></p> <ul style="list-style-type: none"> <li>• Match shapes and patterns through rotation and orientation.</li> <li>• Explore how shapes can be combined or rearranged to make new shapes.</li> <li>• Begin to describe position and movement using everyday language.</li> </ul>	<p><b>Spatial Reasoning: Compose &amp; Decompose</b></p> <ul style="list-style-type: none"> <li>• Explore how shapes can be combined to make new shapes or split into parts.</li> <li>• Use tangrams, pattern blocks, or construction materials to compose and decompose shapes.</li> <li>• Begin to describe how shapes fit together or come apart.</li> <li>•</li> </ul>