EYFS Reception Maths Curriculum

<table>
<tr><td>Over Arching Principles</td><td colspan="7">

A unique child: Recognizes that every child is a unique individual who is constantly learning and can be resilient, capable, confident, and self-assured.
Positive relationships: Highlights that children learn to be strong and independent through positive relationships with adults and their peers.
Enabling environments: Focuses on creating environments where children can learn and develop successfully, with adults who respond to their individual interests and needs.
Learning and development: Acknowledges that children develop and learn in different ways and at different rates, and that the curriculum must reflect these different ways of learning.

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<tr><td>Characteristics of Effective Learning</td><td colspan="7">
Playing and exploring

Finding out and exploring: Children are curious about people, their environment, and events.
Playing with what they know: They use their experiences to create pretend scenarios and take on roles.
Being willing to have a go: They are motivated to start activities, take risks, and are not afraid of making mistakes.

Active learning

Being involved and concentrating: They stay focused on a task and are engaged in the activity.
Persevering: They keep trying when faced with difficulties and don't give up easily.
Enjoying achievements: They feel a sense of accomplishment when they succeed.

Creating and thinking critically

Having their own ideas: They develop their own thoughts and concepts.
Making links: They connect ideas and see relationships between different things.
Choosing ways to do things: They develop and use their own strategies to achieve a goal.

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<tr><td>Core Vocabulary</td>
<td>Number & Counting
Count
Number
Digit
Numeral
Quantity
One-to-one correspondence
Subitise
More
Fewer
Less
Same
Equal
Compare
Order
Sequence
Before
After</td>
<td>Next
Zero
First
Then
Now</td>
<td>Composition & Calculation
Part
Whole
Part-whole model
Add
Plus
Altogether
Total
Take away
Subtract
Difference
Number bond
Double
Half
Share
Group
Odd
Even</td>
<td>Shape & Spatial Reasoning
Shape
2D shape
3D shape
Circle
Triangle
Square
Rectangle
Hexagon
Cube
Sphere
Cone
Cylinder
Face
Edge
Corner
Side
Pattern
Rotate</td>
<td>Position & Direction
In
On
Under
Next to
Behind
In front
Above
Below
Between
Left
Right
Forwards
Backwards
Turn
Direction
Move
Position</td>
<td>Measures & Comparison
Measure
Compare
Size
Length
Height
Weight
Mass
Capacity
Full
Empty
More
Less
Heavier
Lighter
Taller
Shorter
Longer
Smaller</td>
<td>Time & Daily Routines
Morning
Afternoon
Evening
Night
Day
Week
Today
Tomorrow
Yesterday
Soon
Later
Before
After
Now
Sequence
Routine</td></tr>
</table>

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. • **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. • **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.

Numerical patterns	**Comparing Numbers** • Compare numbers using language such as “more than,” “less than,” and “equal to.” • Order numbers to 10 and begin to identify missing numbers in sequences. Use number lines and counting frames to support comparisons.	
Shape and Measures	**Comparing Mass and Capacity** • Use language such as “heavier,” “lighter,” “full,” “empty,” “more,” and “less” to compare objects. • Explore mass and capacity through hands-on play and investigation. • Begin to estimate and test using balance scales and containers.	**2D & 3D Shape** • Recognise and name common 2D shapes (e.g., rectangle, hexagon) and 3D shapes (e.g., cube, sphere). • Begin to describe shapes using mathematical vocabulary (e.g., sides, corners, faces). • Use shapes to build models and patterns.

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. • **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). •	**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.

Numerical patterns	**Counting Patterns** • Count forwards and backwards to and from 20. • Identify missing numbers in a sequence up to 20. • Begin to group and count in 2s and 10s using practical resources.	
Shape and Measures	**Spatial Reasoning: Match, Rotate, Manipulate** • Match shapes and patterns through rotation and orientation. • Explore how shapes can be combined or rearranged to make new shapes. • Begin to describe position and movement using everyday language.	**Spatial Reasoning: Compose & Decompose** • Explore how shapes can be combined to make new shapes or split into parts. • Use tangrams, pattern blocks, or construction materials to compose and decompose shapes. • Begin to describe how shapes fit together or come apart. •