

Learning in EYFS: Maths

This document demonstrates which statements from the Development Matters are prerequisite skills for Maths within the national curriculum.

The most relevant statements, from the EYFS Development Matters, for Maths are taken from the following areas of learning:

- Communication and Language
- Mathematics

In early years at Brentnall, we recognise that children need to be exposed to a wide range of higher-level vocabulary. Therefore, throughout their time in early years, we ensure children have had some specific teaching and learning experiences, through rich vocabulary, that are linked with foundation subjects. This forms only part of a wide range of vocabulary, topics and experiences, following the children's interests. The learning across all the seven areas in early years supports the children's holistic development, ready for the transition to the KS1 curriculum.

These statements covered in Early Years also link with the school long term plan, including the use of White Rose Maths and NCETM resources.

Mathematical Vocabulary			
Three and Four-Year-Olds	<i>Communication and Language</i>		<ul style="list-style-type: none"> • Use a wider range of vocabulary. • Understand 'why' questions, like: "why do you think the caterpillar is so fat?"
Reception	<i>Communication and Language</i>		<ul style="list-style-type: none"> • Learn new vocabulary. • Use new vocabulary throughout the day.
ELG	<i>Communication and Language</i>	<i>Speaking</i>	<ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
Number and Place Value			
Counting			
Three and Four-Year-Olds	<i>Mathematics</i>		<ul style="list-style-type: none"> • Recite numbers past 5. • Say one number name for each item in order: 1, 2, 3, 4, 5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
Reception	<i>Mathematics</i>		<ul style="list-style-type: none"> • Count objects, actions and sounds. • Count beyond ten.
ELG	<i>Mathematics</i>	<i>Numerical Patterns</i>	<ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system.
Identifying, Representing and Estimating Numbers			
Three and Four-Year-Olds	<i>Mathematics</i>		<ul style="list-style-type: none"> • Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals.

Reception	<i>Mathematics</i>		<ul style="list-style-type: none"> • Subitise. • Link the number symbol (numeral) with its cardinal number value.
ELG	<i>Mathematics</i>	<i>Number</i>	<ul style="list-style-type: none"> • Subitise (recognising quantities without counting) up to 5.
Reading and Writing Numbers			
Three and Four-Year-Olds	<i>Mathematics</i>		<ul style="list-style-type: none"> • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals.
Reception	<i>Mathematics</i>		<ul style="list-style-type: none"> • Link the number symbol (numeral) with its cardinal number value.
Compare and Order Numbers			
Three and Four-Year-Olds	<i>Mathematics</i>		<ul style="list-style-type: none"> • Compare quantities using language: 'more than', 'fewer than'.
Reception	<i>Mathematics</i>		<ul style="list-style-type: none"> • Compare numbers.
ELG	<i>Mathematics</i>	<i>Numerical Patterns</i>	<ul style="list-style-type: none"> • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
Understanding Place Value			
Reception	<i>Mathematics</i>		<ul style="list-style-type: none"> • Understand the 'one more than/one less than' relationship between consecutive numbers. • Explore the composition of numbers to 10.
ELG	<i>Mathematics</i>	<i>Number</i>	<ul style="list-style-type: none"> • Have a deep understanding of numbers to 10, including the composition of each number.
Solve Problems			
Three and Four-Year-Olds	<i>Mathematics</i>		<ul style="list-style-type: none"> • Solve real world mathematical problems with numbers up to 5.
Addition and Subtraction			
Mental Calculations			
Reception	<i>Mathematics</i>		<ul style="list-style-type: none"> • Automatically recall number bonds for numbers 0-5 and some to 10.
ELG	<i>Mathematics</i>	<i>Number</i>	<ul style="list-style-type: none"> • 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.
Solve Problems			
ELG	<i>Mathematics</i>	<i>Numerical Patterns</i>	<ul style="list-style-type: none"> • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed evenly.
Measurement			
Describe, Measure, Compare and Solve (All Strands)			
Three and Four-Year-Olds	<i>Mathematics</i>		<ul style="list-style-type: none"> • Make comparisons between objects relating to size, length, weight and capacity.

Olds		
Reception	<i>Mathematics</i>	<ul style="list-style-type: none"> • Compare length, weight and capacity.

Telling the Time

Three and Four-Year-Olds	<i>Mathematics</i>	<ul style="list-style-type: none"> • Begin to describe a sequence of events, real or fictional, using words, such as 'first', 'then...'
---------------------------------	--------------------	--

Properties of Shapes

Recognise 2D and 3D Shapes and their Properties

Three and Four-Year-Olds	<i>Mathematics</i>	<ul style="list-style-type: none"> • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'. • Select shapes appropriately: flat surfaces for a building, a triangular pattern for a roof, etc. • Combine shapes to make new ones – an arch, a bigger triangle, etc.
Reception	<i>Mathematics</i>	<ul style="list-style-type: none"> • Select, rotate and manipulate shapes in order to develop spatial reasoning skills.

Compare and Classify Shapes

Reception	<i>Mathematics</i>	<ul style="list-style-type: none"> • Compose and decompose shapes so that children can recognise a shape can have other shapes within it, just as numbers can.
------------------	--------------------	---

Position and Direction

Position, Direction and Movement

Three and Four-Year-Olds	<i>Mathematics</i>	<ul style="list-style-type: none"> • Understand position through words alone – for example, "The bag is under the table," – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'.
Reception	<i>Understanding the World</i>	<ul style="list-style-type: none"> • Draw information from a simple map.

Patterns

Three and Four-Year-Olds	<i>Mathematics</i>	<ul style="list-style-type: none"> • Talk about and identify the patterns around them. For example, stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern.
Reception	<i>Mathematics</i>	<ul style="list-style-type: none"> • Continue, copy and create repeating patterns.

Statistics

Record, Present and Interpret Data

**Three and
Four-Year-
Olds**

Mathematics

- Experiment with their own symbols and marks, as well as numerals.

