Number in the EYFS 2021

Intent

We want children to engage with maths and develop a positive can-do approach to maths.

We ensure that children can talk about their mathematical thinking, using a rich mathematical vocabulary.

We want children to experience a range of interesting and exciting maths experiences, inside and outside.

We want all our children to achieve high standards in maths and be prepared for the Year One Curriculum.

During their time in the EYFS our children will develop the knowledge and skills listed below. This knowledge will ensure that they are able to meet the Early Learning Goals in Number and Number Pattern.

Implementation

We know that children make the best progress when they are taught and learn maths each day. Children need regular opportunities to retrieve their mathematical knowledge.

Children are taught maths through a balance of teacher led and child led learning.

Nursery and Year R staff ensure that there is progression in the teaching of maths skills and knowledge.

We assess children by talking to them, completing baseline in Year R, using Tapestry in Nursery and completing assessments in terms 1,3, and 6 in Year R.

In Year R the White Rose learning programme is followed, alongside our own quality first teaching of maths.

We ensure that the mastery approach is taught in a developmentally appropriate way for the children.

We teach children to use cubes, 10's frames and Numicon, resources which are used in Year One.

Early years staff are skilled at teaching maths skills in other areas of our curriculum and supporting children to make the links between maths and other areas of learning.

We ensure that children learn maths in our outside curriculum.

Key knowledge and mathematical skills in the EYFS.

All the knowledge and skills are underpinned by learning and using mathematical vocabulary.

The skills and knowledge taught are also learnt through our shape and measure curriculum.

Being able to match, sort and categorise objects and natural resources, using mathematical thinking, for example, finding all objects which are the same size or finding two cards which have the same pattern.

Be confident to ask questions and follow their own mathematical interests.

Being able to compare and talk about different sets of objects.

Being able to talk about groups having more or less or the same amount.

Being able to make and talk about different patterns.

Knowing how many fingers we have and using our fingers to support with maths learning.

Being able to sing and join in with our key number rhymes.

Being able to count out objects from a larger set accurately.

Being able to count what is seen and heard, for example claps or objects on the IWB.

Being able to match number to set accurately, starting with numbers to 5 and building up to numbers to 20.

Being able to compare sets and talk about which has more and which has less or which has the same.

Being able to subitise and talk about numbers within numbers.

Being able to use 10's and 5's frames to talk about numbers to 10, for example, using the vocabulary it is 5 and 5 so it is 10.

Being able to count out loud to 20 and beyond.

Begin able to count on and back from different numbers.

Being able to recognise and order numbers starting with numbers to 5 and building up to numbers to 20.

Being able to play a range of maths games, including addition and subtraction games.

Knowing doubles to 10 and showing these on fingers.

Making number bonds to 5 and 10 with frames and Numicon.

Knowing and recalling with understanding number bonds to 10.

Being able to count Numicon, subitise with Numicon, order it and use it to solve mathematical problems.

Understanding and being able to talk about how to add and subtract to 10.

Understand how to share objects at first with two sets only, then building up to three and four sets.

By the end of Year R children will achieve the Early Learning Goals in Number and Numerical Patterns.

Number ELG

Children will have a deep understanding of number to 10, including the composition of each number.

Subitise up to 5.

Automatically recall (without reference to aids) number bonds up to 5 including subtraction facts and some number bonds to 10, including double facts.

Numerical Patterns ELG

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

Number curriculum in Nursery.

Children learn through interacting with staff in the high-quality learning environment in the nursery, both inside and outside. Staff are skilled at extending children's mathematical learning by interacting with them.

There is a strong focus on developing children's mathematical vocabulary.

Children learn to sort, match and compare different groups of objects. Children develop their vocabulary around pattern and numbers.

Children are taught to count out loud and to count objects accurately to 5 then 10.

Children sing and join in with rhymes and number songs.

The curriculum is made meaningful for the children by teaching maths through activities such as snack time and cooking.

Children's attainment is shared with the Year R teacher before the children enter Year R.