EYFS

Maths
Overview

SOUTHRIDGE

Nursery					
Skills and knowledge the children will develop					
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Begin to know how to use my 5 fingers to take part in simple number rhymes. Subitise up to 3. Know how to compare small amounts. Begin to know the days of the week. Know that numbers can be recited. Begin to understand that objects can be counted. Know I can use blocks (3D shapes) for building. Know some simple positional vocabulary in play. Know how to match pairs.	Know that objects, colours, and shapes can be arranged in patterns. Know how to compare sizes, weights etc. using gestures and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy' in everyday play. Know that I don't always have to count objects one by one to know how many there are (subitise up to 3). Know how to recite numbers past 5. Know how to count sets to 5, applying the cardinal principle. Use play and exploration to develop my knowledge of 2D shapes. Continue to develop my knowledge of 3D shapes during building. Know how to use positional vocabulary in large outdoor play. Know how to sort sets of objects such as building blocks into sets of identical members.	Know how to show 'finger numbers' up to 5. Understand position through words alone. Know how to describe a familiar route. Know that 2D shapes can be used to create pictures. Know how to identify patterns around me. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.	Know that numerals link to amounts. For example, I know how to match 5 objects to numeral 5. Experiment with their own symbols and marks as well as numerals. Know how to solve real world mathematical problems with numbers up to 5. Know about 3D shapes and ascribe meaning to them. Know and use new language associated with capacity. Know and use language of comparison when creating structures or arrangements that are longer, shorter, taller, wider than another. Begin to understand how to describe a sequence of events, real or fictional, using words such as 'first', 'then...'	Know and use language of comparison such as 'more than', 'fewer than' (objects up to 10). Know that objects can vary in size, length, weight, and capacity. Know that I don't always have to count objects one by one to know how many there are (subitise up to 5). Know how to compare lengths by aligning and accurately identifying longer, shorter, and taller. Know how to continue an ABAB pattern. Know how to talk about things that have happened in the past.	Know that numerals link to amounts. For example, I know how to match 10 objects to numeral 10. Know some informal and mathematical language to describe 2D and 3D shapes: 'sides', 'corners'; 'straight', 'flat', 'round'. Know that 2D shapes come in different shapes and sizes. Know how numbers change in stories; sometimes they count forwards and backwards. Know how to correct an error in an ABAB pattern. Know how to use terms day and night in relation to stories. Know that I can use my own symbols and marks to represent mathematical experiences. Know that I don't always have to count objects one by one to know how many there are (subitise up to 6). Know 'finger numbers' up to 10.

Reception
Skills and knowledge the children will develop

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Know how a bar graph can be used to record birthdays. Know that things can be measured. Know how to recite from 0-10 forwards and backwards in songs and rhymes. Know how to count 5 objects from a larger group. Know how to describe the symbol of 0-5. Know how to follow a simple 2 beat pattern. E.g., clap, click and continue. Know the vocabulary to narrate the pattern of the school day using now, next, after, playtime, after lunch, before home time, weekend etc. Know how to identify their own problems from interests and fascinations. Know they can record marks for number an explain them.	Know how to use a room thermometer. Know how to measure using taller and shorter. Know what number symbol (numeral) is with its cardinal number value. (0-10) Know how to be more fluent when counting forwards and backwards 0-20. Know how to count back from a number within 10. Know how 0-2 is composed. Know some Positional language of 3D shapes. Know how to begin using the vocabulary of more, less, fewer Know what comes next in a simple (2 object) repeating pattern. Know the vocabulary needed to make comparisons of mass and capacity using non-standardised units. Know what the pattern of a day is using morning, lunchtime, afternoon, evening, bedtime, daytime, night-time (days of the weeks songs).	Know how to read temperature both in and outdoors. 'Math's talk' on weather charts. Link the number symbol (numeral) with its cardinal number value (0-10) Count forwards and backwards within 20. Compare numbers 0-10, one more and one less. Explore the composition of numbers to 10 (focus on 3-5) Introduce number bonds for numbers 0–5. Subitise 1-5 (number composition) Narrate the pattern of a week using today, tomorrow, and yesterday. Design with 2D shapes. Make 2D shapes out of other 2D shapes. Know the total number of objects in groups by counting in different ways. Know how to share objects equally in practical contexts. Compose a simple pattern of their own (2 + objects).	Make symbols for weather over the week on a chart. Record heights of things growing on a chart. Count forwards and back within 20. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10 (focus 6-8) Continue to recall number bonds for numbers 0–10. Make comparisons of mass and capacity using non-standardised units. Designs with 2D shapes – addressing problems and properties. Sort 2D shapes according to different properties. Narrate the pattern of a week using the names of the days (Seasons of the year songs, months of the year songs as starter activities) Know how to use different strategies to count an irregular group of objects.	Know how to count by rote to 50. Know doubles 1 to double 5. Know subtraction facts within 5. Know which are even and odd numbers. Know how numbers 1-10 are made up. Know how to Automatically recall some number bonds for numbers 0–10. Know how to explain their methods of subitising to 10. Know what one more and one less is from 0-10 and beyond. Know and recognise decade numbers. Know how to Design 3D shapes out of 3D shapes (links to rotation, position (, shapes within a shape, develop spatial reasoning) Know the pattern of a week using the names of the days, weekend, today, tomorrow, yesterday.	Know how to Count by rote to 100. Know how to describe 'Maths Talk' to describe patterns in numbers. Know what the doubles and halves within 10 are. Know what more complex linear patterns are. Know how to create circular and symmetrical designs with 2D and 3D shapes. Know the properties of 2D and 3D shapes. Know different ways to measure mass and capacity using simple non-standard measures. Know where to select, rotate and manipulate shapes to develop spatial reasoning skills. Know how to build, compose, and decompose shapes. Know that a shape can have other shapes within it, just as numbers can. Know how to continue, copy, and create repeating patterns.

	Know the language of more and less within 10/ within capacity/ related to the sides of 2D shapes. Know how to cut a picture into halves or quarters.	Know that objects can be measured using non-standard units.	Know rules for doubles and halves. Know how to make more complex repeating patterns with pictures and objects. Know how to make a scales balance.	Know what object does not belong in a collection and say why using extended mathematical vocabulary. Know what capacity means.	Compare length, weight, and capacity. Quickly subitise to 10 Know Number bonds to 10 by heart. Know what 2 or 3 more is than a number. Know what 10 more is. Know how to count in 2's 5's and 10's when counting larger sets of objects. Know different equipment used to measure with.