Federation of St. Cuthbert's and St. Sebastian's Catholic Primary Schools

MATHS : LEARNING IN EYFS

Mathematical Vocabulary			
Three & Four Year Olds	**Communication & Language**		• Use a wider range of vocabulary. • Understand 'why' questions, like: "why do you think the caterpillar is so fat?"
Reception	**Communication & Language**		• Learn new vocabulary. • Use new vocabulary throughout the day.
ELG	**Communication & Language**	**Speaking**	• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

Number & Place Value			
Counting			
Three & Four Year Olds	**Mathematics**		• 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	**Mathematics**		• Count objects, actions and sounds. • Count beyond ten.
ELG	**Mathematics**	**Numerical Patterns**	Verbally count beyond 20, recognising the pattern of the counting system.

Identifying, Representing and Estimating Numbers			
Three & Four Year Olds	**Mathematics**		• 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	**Mathematics**		• Subitise. • Link the number symbol (numeral) with its cardinal number value.
ELG	**Mathematics**	**Number**	• Subitise (recognising quantities without counting) up to 5.
Reading and Writing Numbers			
Three & Four Year Olds	**Mathematics**		• 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	**Mathematics**		• Link the number symbol (numeral) with its cardinal number value.
Compare and Order Numbers			
Three & Four Year Olds	**Mathematics**		• Compare quantities using language: 'more than', 'fewer than'.
Reception	**Mathematics**		• Compare numbers.
ELG	**Mathematics**	**Numerical Patterns**	• Compare quantities up to 10 in different contexts, recognizing when one quantity is greater than, less than or the same as the other quantity.
Understanding Place Value			
Reception	**Mathematics**		• Understand the 'one more than/one less than' relationship between consecutive numbers. • Explore the composition of numbers to 10.
ELG	**Mathematics**	**Number**	• Have a deep understanding of numbers to 10, including the composition of each number.

Solve Problems			
Three & Four Year Olds	**Mathematics**		• Solve real world mathematical problems with numbers up to 5.

Addition and Subtraction			
Mental Calculations			
Reception	**Mathematics**		• Automatically recall number bonds for numbers 0-10.
ELG	**Mathematics**	**Number**	• 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			
Reception	**Mathematics**		• Subitise. • Link the number symbol (numeral) with its cardinal number value..
ELG	**Mathematics**	**Numerical Patterns**	• 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 & Four Year Olds	**Mathematics**		• Make comparisons between objects relating to size, length, weight and capacity.
Reception	**Mathematics**		• Compare length, weight and capacity.
Telling the Time			
Three & Four Year Olds	**Mathematics**		• 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 & Four Year Olds	**Mathematics**	• 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	**Mathematics**	• Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
Compare and classify shapes		
Reception	**Mathematics**	• 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 & Four Year Olds	**Mathematics**	• 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	**Understanding the World**	• Draw information from a simple map.
Patterns		
Three & Four Year Olds	**Mathematics**	• 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	**Mathematics**	• Continue, copy and create repeating patterns.

Statistics		
Record, Present and Interpret Data		
Three & Four Year Olds	**Mathematics**	• Experiment with their own symbols and marks, as well as numerals.