Cupernham EYFS Maths Curriculum Overview

National Curriculum: Early Learning Goals	Educational programmes must involve activities and experiences for children, as set out under each of the areas of learning. Mathematics Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes. Mathematics Early Learning Goal: Number Children at the expected level of development will: • Have a deep understanding of number to 10, including the composition of each number; • Subitise (recognise quantities without counting) up to 5; • 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. Early Learning Goal: Numerical Patterns Children at the expected level of development will: • 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

Characteristics of Learning
- playing and exploring - children investigate and experience things, and 'have a go'
• active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
• creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

		Week												
		1	2	3	4	5	6	7	8	9	10	11	12
EYFS	Autumn	Getting to Know you		Match, Sort and compare Step 1 Match objects Step 2 Match pictures and objects Step 3 Identify a set Step 4 Sort objects to a type Step 5 Explore sorting techniques Step 6 Create sorting rules Step 7 Compare amounts		Talk about measure and patterns Step 1 Compare size Step 2 Compare mass Step 3 Compare capacity Step 4 Explore simple patterns Step 5 Copy and continue simple patterns Step 6 Create simple patterns		It's me 1, 2, 3 Step 1 Find 1, 2 and 3 Step 2 Subitise 1, 2 and 3 Step 3 Represent 1, 2 and 3 Step 4 1 more Step 5 1 less Step 6 Composition of 1, 2 and 3		Circles and Triangles Step 1 Identify and name circles and triangles Step 2 Compare circles and triangles Step 3 Shapes in the environment Step 4 Describe position	1, 2, 3, 4, 5 Step 1 Identify and name circles and triangles Step 2 Compare circles and triangles Step 3 Shapes in the environment Step 4 Describe position		Shapes with 4 sides Step 1 Identify and name shapes with 4 sides Step 2 Combine shapes with 4 sides Step 3 Shapes in the environment Step 4 My day and night

Spring	Alive in 5 Introducing zero Comparing numbers to 5 Composition of 4 & 5 Compare mass (2) Compare capacity (2)	Mass and Capacity	Growing 6, 7, 8 6, 7 & 8 Combining two amounts Making pairs Length & height Time (2)	Length, height and time	Building 9 and 10 Counting to 9 & 10 Comparing numbers to 10 Bonds to 10 3-D shapes Spatial awareness Patterns Counting to 9 & 10	Explore 3D shapes	
Summer	To 20 and beyond Build numbers beyond 10 Count patterns beyond 10 Spatial reasoning 1 Match, rotate, manipulate	How many now?	Manipulate, compose and decompose	Sharing and grouping	Visualise, build and map		Making onnections