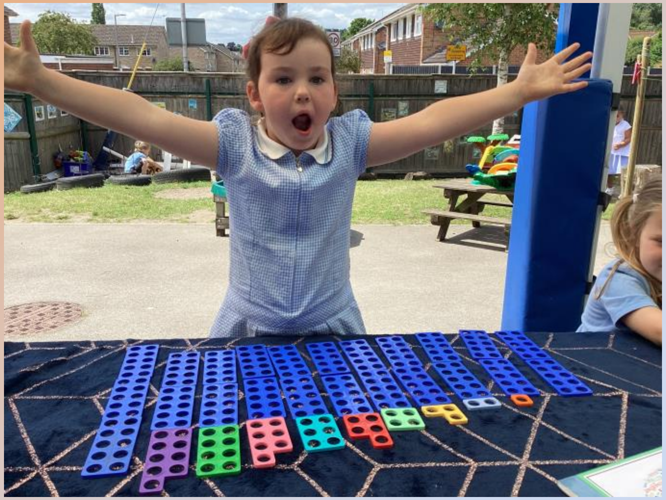



EYFS Maths

Wednesday 15th January 2025


Expectations in Nursery

Birth to Three

- Combine objects like stacking blocks and cups. Put objects inside others and take them out again.

- Take part in finger rhymes with numbers.
- React to changes of amount in a group of up to three items.

- Compare amounts, saying 'lots', 'more' or 'same'.
- Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.

- Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'

- Climb and squeeze themselves into different types of spaces.
- Build with a range of resources.
- Complete inset puzzles.

- Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.

- Notice patterns and arrange things in patterns.

Expectations in Nursery

Three and Four-Year-Olds

- Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').
- Recite numbers past 5.
- Say one number 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').
- 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.
- Solve real world mathematical problems with numbers up to 5.
- Compare quantities using language: 'more than', 'fewer than'.

- 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'.

- 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'.

- Make comparisons between objects relating to size, length, weight and capacity.

- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.
- Combine shapes to make new ones – an arch, a bigger triangle, etc.

- Talk about and identifies 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.
- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

Master the Curriculum

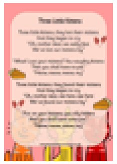
Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn Starters: Number songs	Colours • Red • Blue • Yellow	Colours • Green • Purple • Mix of colours	Match • Buttons and colours • Matching towers • Matching shoes	Match • Match number shapes • Match shapes • Pattern handprints – big and small	Sort • Colour • Size • Shape	Sort • What do you notice? • Guess the rule • Guess the rule	Number 1 • Subitising • Counting • Numeral	**Number 2** Subitising- dice pattern Subitising- random pattern Subitising – different sizes	**Number 2** • Counting • Numeral • Numeral	**Pattern** • Extend AB Colour patterns • Extend AB Outdoor Patterns • AB Movement Patterns	• Fix my Pattern • Extend ABC Colour patterns • Extend ABC Outdoor Patterns	Consolidation Activities - Winter activity week
Spring Starters: Number songs	Number 3 Subitising Subitising Subitising	Number 3 3 Little pigs 1:1 counting Numerals/Triangles	Number 4 1:1 counting Numerals Squares/rectangles	Number 4 Composition of 4 Composition of 4 Composition of 4	Number 5 1:1 counting Numerals Pentagon	Number 5 Composition of 5 Composition of 5 Composition of 5	Consolidate 1 - 5	Number 6 Introduce 10 frame	Height & Length • Tall and short • Long and short • Tall/long and short	Mass Relate to books 3 little pigs goldilocks	Capacity	Consolidation
Summer Starters – subitising and revision	Sequencing	Positional Language	More than/fewer than	Shape – 2D Revisit pattern from Autumn	Shape – 3D Revisit pattern from Autumn	Consolidation: More than/fewer one more and one less	Number composition 1 – 5 Revision	What comes after?	What comes before?	Numbers to 5	Consolidation / Activity weeks SUMMER	Consolidation / Activity weeks

Master the Curriculum

Nursery – Spring – Numeral 3 : Week 2 L2 Week commencing: ____________________________

Lesson 2

Objective	Starter	Class Teaching Input	Common Misconceptions:
Recognise the numeral 3 Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Resources: Teaching Slides Numeral 3 images Key vocabulary for the lesson: Number, 3, numeral	Song: 3 little kittens 	In this lesson, children will learn what the numeral 3 looks like and what it means. Start by singing 3 little kittens. Use toy/puppet cats to engage children whilst singing. **Whole Class:** Ask the children, 'What number have we been learning about?' Let the children air write the number 3. Use the slides to explain that the symbol shown is the numeral 3. Children use their fingers to show 3.  **Activity 1:** Children are shown the door number of The Three Little Pigs- number 3. The door number goes missing and they search for it. Using the slides, the children will count objects. Ask children, 'Can you see the numeral 3?' 'Why have we picked this numeral?' Explain we have chosen this numeral because it means 3 and there are 3 objects. Children are shown an image with 2 to see if they remember the numeral 2 that they have learnt about previously.  **Activity 2:** Children are shown a range of numeral 3s. Ask, 'Which ones show the numeral 3?' Let the children discuss. Explain that they all do! They look a little bit Different, but still have the same numeral 3 pattern. Let the children 'draw' over the different numeral 3s so they can see that the same pattern applies. **Activities:** Children to put together the puzzle strips – consolidating numerals 1 and 2. There are 3 strips. Ask, 'How many pieces does this have altogether?' 'Which numeral shows that number?' Children to subitise using the houses with dots on and place a pig that has the correct numeral on top of the house. Numeral 3 Hunt See provision ideas.	When children are introduced to numerals, they may think that the standard '3' is the only version of 3. It is important that children see different versions in their environment. **Key Questions and Stem Sentences** Can you see the numeral 3? What does 3 look like? Have you seen any number 3s that look different to t his one? **Notes including children who need to revisit the objective**

	Expected	
Children may need support to recognise the different ways '3' can look.	Children will recognise the numeral 3 in different fonts/ images and can match the quantity with the numeral	When given the incorrect amount to match the numeral 3, can explain what to do to show 3 E.g. (We need to take 2 off/ add 1 more.'

We have a weekly nursery rhyme which links to the key learning which is sung at the beginning of each maths session.

Three Little Kittens

Three little kittens, they lost their mittens
And they began to cry
"Oh, mother dear, we sadly fear
We've lost our mittens by."

"What! Lost your mittens? You naughty kittens
Then you shall have no pie."
"Meow, meow, meow, my"

Three little kittens, they found their mittens
And they began to cry
"Oh, mother dear, see here, see here
We've found our mittens by."

"Put on your mittens, you silly kittens
And you shall have some pie."
"Meow, meow, meow, my"

www.masterthecurriculum.co.uk

We use the recommended reading books to help reinforce the children's learning, it's a great way to introduce new books both new and old.

Expectations in Reception

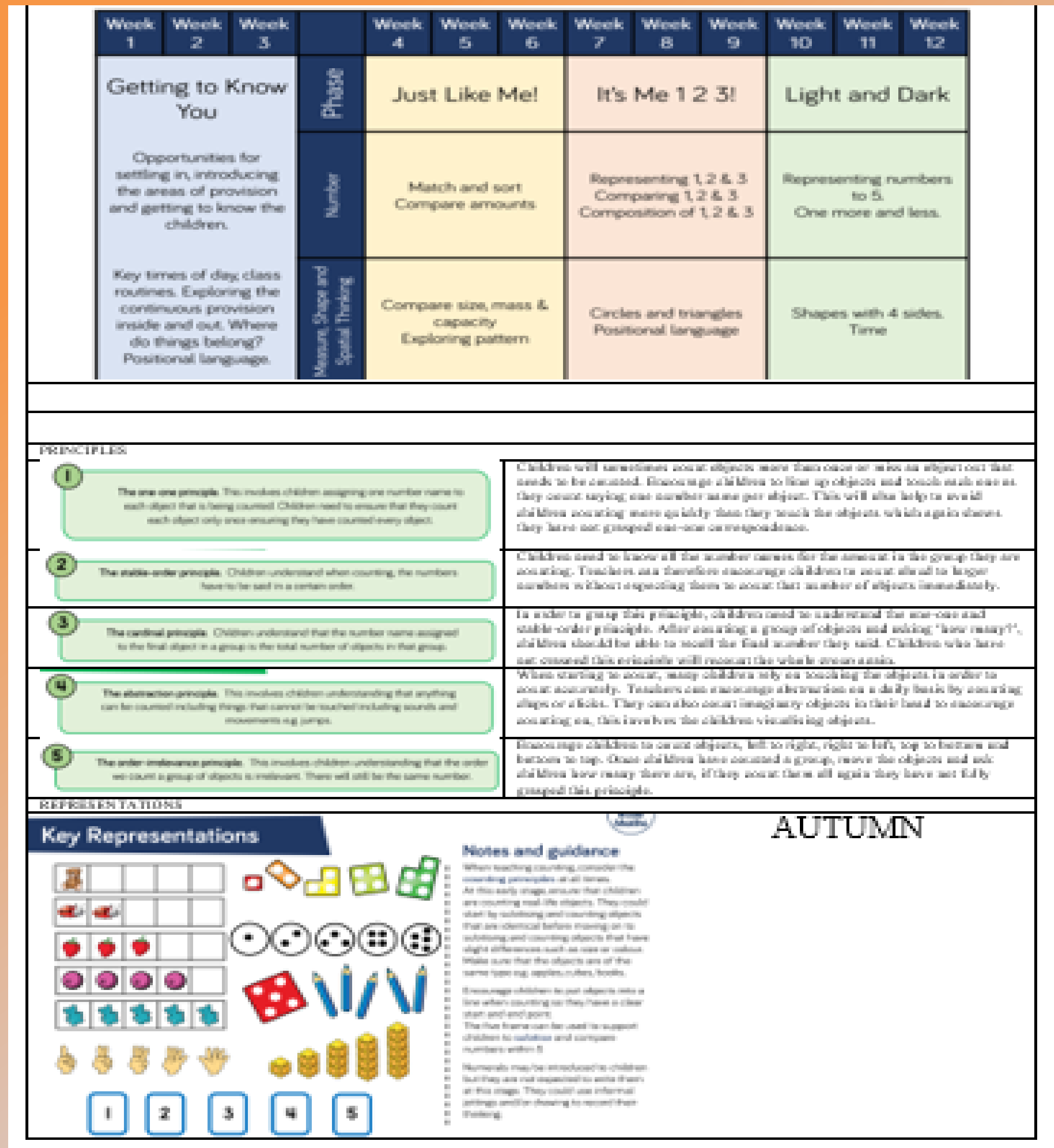
Children in Reception

- Count objects, actions and sounds.
- Subitise.
- Link the number symbol (numeral) with its cardinal number value.
- Count beyond ten.
- Compare numbers.
- Understand the 'one more than/one less than' relationship between consecutive numbers.
- Explore the composition of numbers to 10.
- Automatically recall number bonds for numbers 0–5 and some to 10.
- Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
- Compose and decompose shapes so that children recognise a shape can have other shapes *within* it, just as numbers can.
- Continue, copy and create repeating patterns.
- Compare length, weight and capacity.

Expectations in Reception

Early Learning Goals
Number
• 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.
Numerical Patterns
• 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.

Autumn Term



Week 1	Week 2	Week 3		Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Getting to Know You			Phase	Just Like Me!			It's Me 1 2 3!			Light and Dark		
Opportunities for settling in, introducing the areas of provision and getting to know the children.			Number	Match and sort Compare amounts			Representing 1, 2 & 3 Comparing 1, 2 & 3 Composition of 1, 2 & 3			Representing numbers to 5. One more and less.		
Key times of day, class routines. Exploring the continuous provision inside and out. Where do things belong? Positional language.			Measure, Shape and Spatial Thinking	Compare size, mass & capacity Exploring pattern			Circles and triangles Positional language			Shapes with 4 sides. Time		

PRINCIPLES

1 The one one principle.	Children will sometimes count objects more than once or miss an object out that needs to be counted. Encourage children to line up objects and touch each one as they count saying one number name per object. This will also help to avoid children counting more quickly than they touch the objects which again shows they have not grasped one-one correspondence.
2 The stable-order principle.	Children need to know all the number names for the amount in the group they are counting. Teachers can therefore encourage children to count aloud to larger numbers without expecting them to count that number of objects immediately.
3 The cardinal principle.	In order to grasp this principle, children need to understand the one-one and stable-order principle. After counting a group of objects and asking 'how many?', children should be able to recall the final number they said. Children who have not grasped this principle will recount the whole group again.
4 The abstraction principle.	When starting to count, many children rely on touching the objects in order to count accurately. Teachers can encourage abstraction on a daily basis by counting claps or clicks. They can also count imaginary objects in their head to encourage counting on, this involves the children visualising objects.
5 The order irrelevance principle.	Encourage children to count objects, left to right, right to left, top to bottom and bottom to top. Once children have counted a group, move the objects and ask children how many there are, if they count them all again they have not fully grasped this principle.

REPRESENTATIONS

Key Representations

Notes and guidance

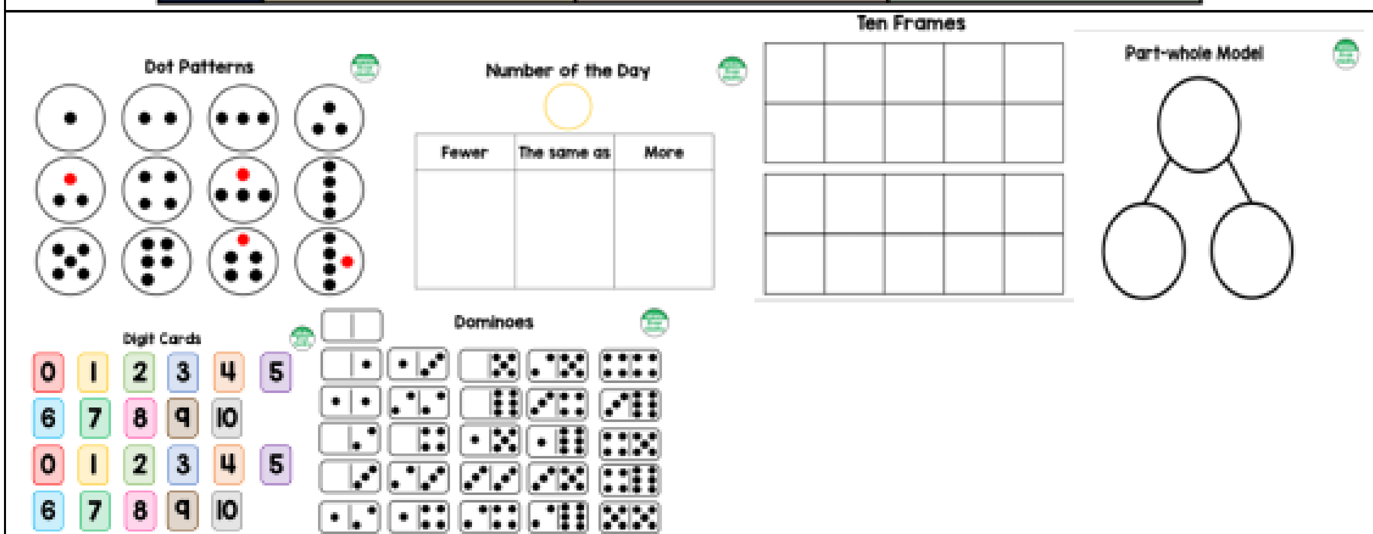
1 2 3 4 5

AUTUMN

Spring Term

•

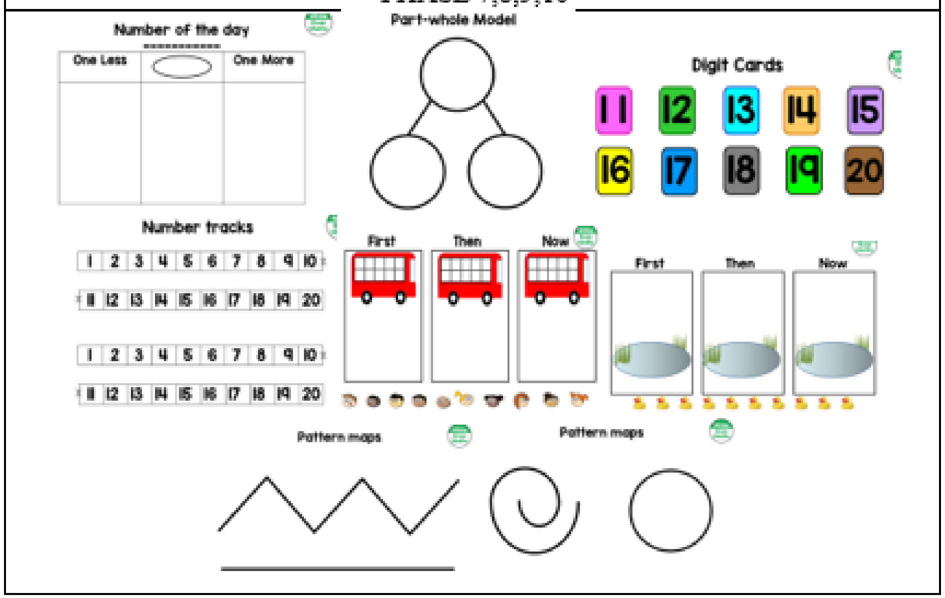
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
Phase	Alive in 5!			Growing 6, 7, 8			Building 9 & 10		
Number	Introducing zero Comparing numbers to 5 Composition of 4 & 5			6, 7 & 8 Making pairs Combining 2 groups			9 & 10 Comparing numbers to 10 Bonds to 10		
Measure, Shape and Spatial Thinking	Compare Mass (2) Compare Capacity (2)			Length & Height Time			3D-shape Pattern (2)		



Summer Term

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Phase	To 20 and Beyond			First Then Now			Find my Pattern			On the Move		
Number	Building Numbers Beyond 10 Counting Patterns Beyond 10			Adding More Taking Away			Doubling Sharing & Grouping Even and Odd			Deepening Understanding Patterns and Relationships		
Spatial Reasoning	Spatial Reasoning (1) Match, Rotate, Manipulate			Spatial Reasoning (2) Compose and Decompose			Spatial Reasoning (3) Visualise and Build			Spatial Reasoning (4) Mapping		

PHASE 7,8,9,10



Numbers

Numbers are all around us and lots of games can be played with them. Such as:

- Can you find me a number 1 more or 1 one less than….?
- Which is the biggest/smallest number?
- Can you order these numbers?

Numicon

Numicon is a great resource.

- We use numicon to match the corresponding numerals to the correct plates
- Finding the matching pair
- Counting accurately
- Weighing them
- Ordering them from smallest to biggest and biggest smallest
- Finding one more and one less

Adding and taking away

We use Numicon and objects to help us add and take away.

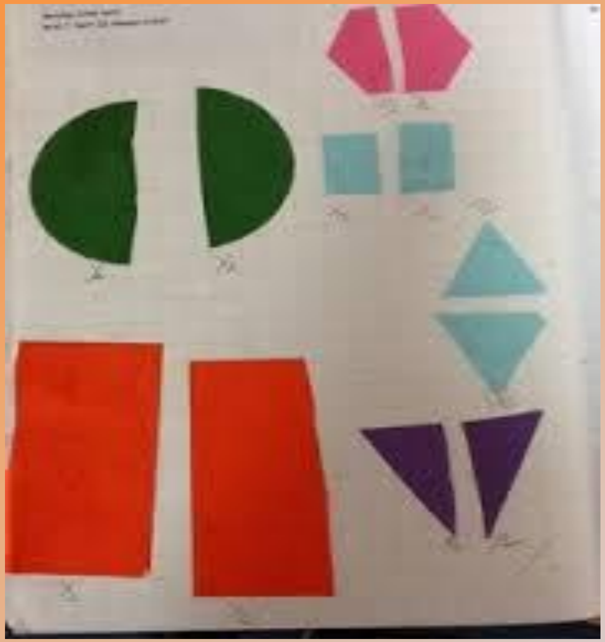
- How many are there altogether?
- Who has more/less? How do you know?
- Can you use different numicon pieces to make 5? 10? 20?

Problem solving and number activities can be a part of our day from the moment we wake up.

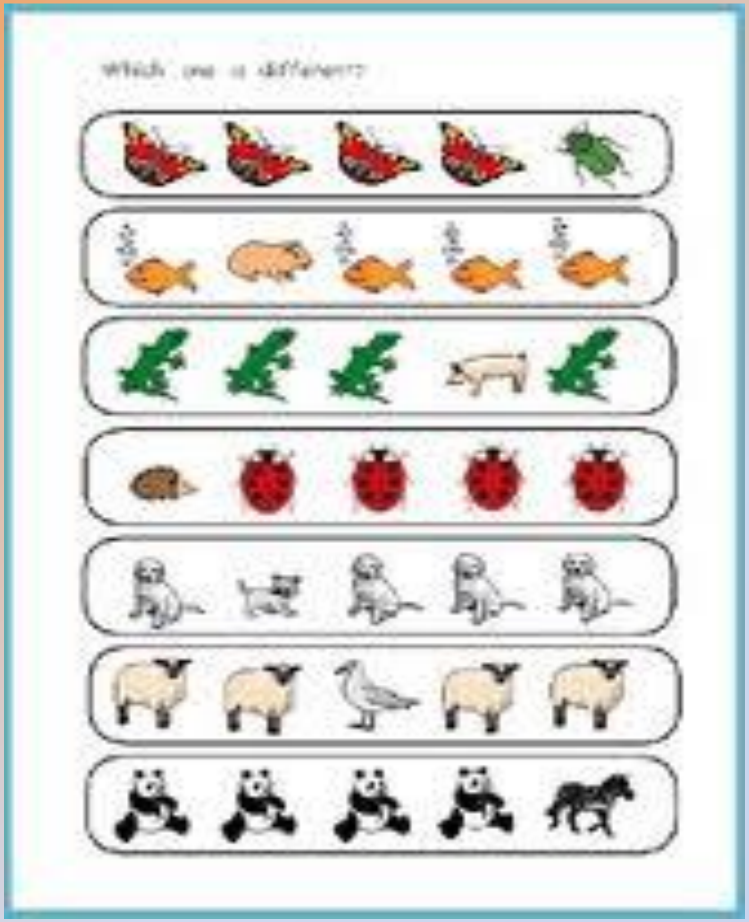
How many jumps can you do in 30 seconds?

Can you brush your teeth for 2 minutes?

Would you like 2 pieces of toast? Can you cut it in half? How many pieces?



Can you find a matching pair of socks? Which is the odd one out?



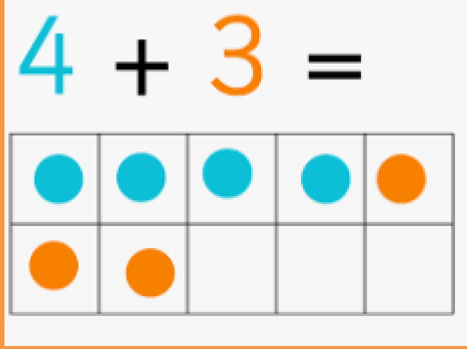
Matching the items on the list to the things on the shelves. Can you find 2 tins of beans?

Going shopping has lots of opportunities for learning.

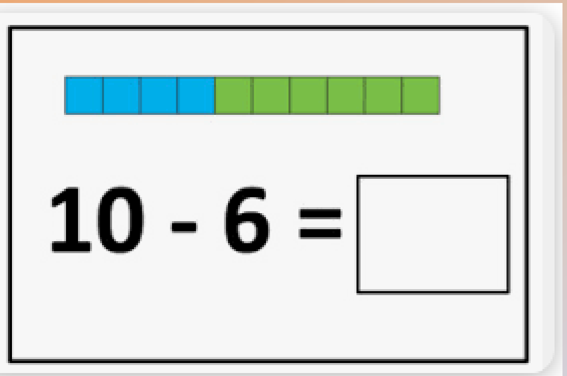
Putting the shopping away can also offer lots of opportunities for learning

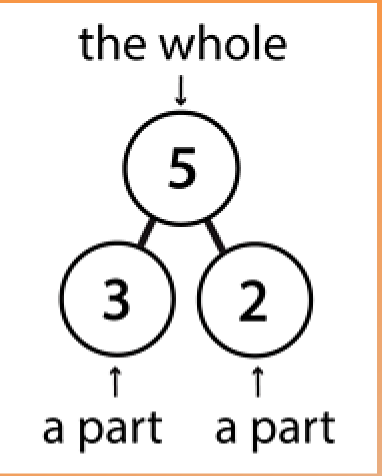
- Can you put all the boxes with straight edges in this bag?
- How many will fit in the cupboard/ on the shelf?
- Is the item heavy or light?
- Is the packaging big or small? Is it bigger/smaller than ….

Measuring, weighing and making.


4 + 3 =

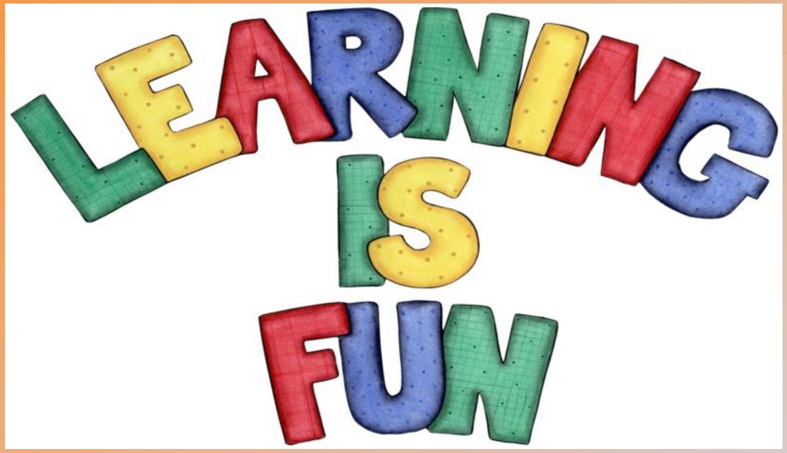
Resources


10 - 6 =


the whole
5
3
2
a part
a part


British coins
1p
2p
5p
10p
20p
50p
£1
£2

These are just a few ideas you could use to help your child understand maths and problem solving. Most of all have fun!



Thank you for coming

Please feel free to ask any questions.

Some useful websites:

www.crickweb.co.uk

www.topmarks.co.uk

www.twinkl.co.uk

www.ictgames.co.uk

App recommended by parents

http://bedtimemath.org/apps/