



FULFEN PRIMARY EYFS CURRICULUM DESIGN

National Curriculum Subject	Maths
Key Stage 1	See National Curriculum Document
EYFS Educational Programme	<p>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.</p>
INTENT	<p>We aim to build (in sequence) the foundational knowledge, skills and understanding children need in order to be successful and prepare children for subsequent teaching and learning in Key stage 1 and beyond.</p> <p>We recognise that mathematics is essential to everyday life. We want our children develop the foundations to become competent and confident mathematicians.</p> <p>We provide plenty of opportunities for mathematics to be applied in 'real life' contexts.</p> <p>We ensure a mathematics enabling environment and plentiful opportunities to apply maths in daily routines.</p>



	<p>We display maths vocabulary and encourage and support its use during lessons and within continuous provision.</p> <p>All children access carefully planned learning opportunities throughout the year, relating to number, shape, space and measures.</p> <p>We aim for children to recognise numbers represented in different visual representations. They are introduced to tens frames, part-whole models, number tracks/lines, counter and cubes plus other mathematical resources. Children begin to record simple calculations pictorially.</p> <p>Children practice their counting skills daily as part of the start of each adult led session.</p> <p>Children are given opportunities to apply their knowledge to problem solving and to come up with problems of their own.</p>
<p>Knowledge (What we want children to know)</p>	<p>In Early Years we want the children to know:</p> <ul style="list-style-type: none">• understand numbers to 10, including the composition of each number.• subitise (recognise quantities without counting) up to 5.• automatically recall number bonds up to 5 and some number bonds to 10, including double facts.• 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.



<p>Skills: (What the children are learning to do)</p>	<p>Children are learning to:</p> <ul style="list-style-type: none">• Subitise• Rote count forwards and backwards• Count objects• Order numbers• Write numbers• Recall number bonds• Say/find one more/one less• Compare quantities & numbers• Copy & create patterns• Recall double facts• Share equally• Name, describe and compare shapes• Solve problems• Add and subtract• Compare weight, Length and capacity• Begin to estimate• Use time vocabulary• Sort & group objects/numbers• Describe position/direction
<p>IMPLEMENTATION</p>	<p>In Reception, the children have a weekly Maths focus which is based on the objectives taken from the Early Years Foundation Stage Framework.</p> <p>Every child in Reception receives a weekly teacher led group session, alongside their daily discrete whole class teaching which takes place four times a week.</p> <p>Children complete tasks in Maths journals each week. They follow up/revisit the content taught the previous week.</p> <p>In addition to this, targeted support, where necessary, is provided in small groups or on an individual basis, if required, within both indoor and outdoor provision.</p> <p>Maths lessons are planned over a number of weeks using the Power Maths scheme and White Rose Maths resources.</p> <p>Each week children are invited to engage with a Maths focused challenge in the Maths area within continuous provision.</p> <p>Staff model the use of mathematical vocabulary during unplanned moments (as they occur) within the continuous provision.</p>



Key Vocabulary

Number

zero number one, two, three ... to twenty and beyond teens numbers, eleven, twelve ... twenty nine how many ...? count, count (up) to, count on (from, to), count back (from, to) count in ones, twos, fives, tens is the same as more, less odd, even few pattern pair

Place Value

ones tens digit the same number as, as many as more, larger, bigger, greater fewer, smaller, less fewest, smallest, least most, biggest, largest, greatest one more, ten more one less, ten less compare order size first, second, third... twentieth last, last but one before, after next between

Estimating

guess how many ...? estimate nearly close to about the same as just over, just under too many, too few enough, not enough

Addition and Subtraction

add, more, and make, sum, total altogether double one more, two more ... ten more how many more to make ...? how many more is ... than ...? how much more is ...? take away how many are left/left over? how many have gone? one less, two less, ten less ... how many fewer is ... than ...? how much less is ...? difference between

Multiplication and Division

sharing doubling halving number patterns Fractions parts of a whole half quarter

Measurement

measure size compare guess, estimate enough, not enough too much, too little too many, too few nearly, close to, about the same as just over, just under

Length

metre length, height, width, depth long, short, tall high, low wide, narrow thick, thin longer, shorter, taller, higher ... and so on longest, shortest, tallest, highest ... and so on far, near, close

Time



time days of the week, Monday, Tuesday ... day, week birthday, holiday morning, afternoon, evening, night bedtime, dinner time, playtime today, yesterday, tomorrow before, after next, last now, soon, early, late quick, quicker, quickest, quickly slow, slower, slowest, slowly old, older, oldest new, newer, newest takes longer, takes less time hour, o'clock clock, watch, hands

Weight

weigh, weighs, balances heavy, light heavier than, lighter than heaviest, lightest scales

Shape

shape, pattern flat curved, straight round hollow, solid sort make, build, draw size bigger, larger, smaller symmetrical pattern, repeating pattern match

2-D Shape

corner, side rectangle (including square) circle triangle

3-D Shape

face, edge, vertex, vertices cube pyramid sphere cone

Statistics

count, sort group, set list

Position and Direction

position over, under above, below top, bottom, side on, in outside, inside around in front, behind front, back beside, next to opposite apart between middle, edge corner direction left, right up, down forwards, backwards, sideways across next to, close, near, far along through to, from, towards, away from movement slide roll turn stretch, bend whole turn, half turn

General

pattern puzzle what could we try next? how did you work it out? recognise describe draw compare sort

Pre-School

Reception



EYFS Topics/themes:	Ourselves Celebrations Happily Ever After People Who Help Us Holidays Plants and Animals Seasons	Marvellous Me Let's Celebrate It's a Wonderful World Once Upon a Time All Creatures Great and Small Holidays Commotion in the Ocean
IMPACT	By the end of Foundation Stage children will be able to: <ul style="list-style-type: none">• Count out loud to and from 20 and beyond.• Count on and back a given amount• Match numbers and amounts• Compare amounts and numbers• Recognise numbers to 20• Recognise patterns in numbers• Recall number bonds (to 5/10) and double facts• Understand the composition of numbers up to 10• Begin to understand basic place value• Represent numbers in different ways• Form numbers accurately• Know and join in with different number rhymes• Name and describe shapes• Identify, copy and create patterns• Add and Subtract• Begin to solve mathematical problems• Use different mathematical resources/models confidently.	



<p>Early Learning Goals</p>	<p>ELG: Number Children at the expected level of development will:</p> <ul style="list-style-type: none">• 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. <p>ELG: Numerical Patterns Children at the expected level of development will:</p> <ul style="list-style-type: none">• 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.

Find further information on how Maths is taught at Fulfen Primary School on this page: [Mathematics](#)