



## Woodland Grange Primary School – EYFS Maths Curriculum

The following document gives a clear pathway through the EYFS, including Pre-School, in terms of the maths that is taught in each year group. Please remember that this is a guide. We constantly reflect, plan and deliver according to the needs of the children in each year group.

	Pre-school	Foundation Stage
<b>Chanting and counting.</b>	<ul style="list-style-type: none"> <li>• Chanting forwards to 20, backwards from 10</li> <li>• Chant and read numerals to 5</li> <li>• 1:1 correspondence to 6 (counting objects in a line)</li> <li>• Matches amount to numeral to 10</li> <li>• Number rhymes</li> <li>• Realises not only objects but anything can be counted including steps, claps or jumps.</li> <li>• To have cardinality (recognising the last number they say indicates how many is in a set)</li> </ul>	<ul style="list-style-type: none"> <li>• Chanting in 2's, 5's and 10's</li> <li>• Chant and read numerals to 20 forwards and backwards</li> <li>• 1:1 correspondence to 10 (in a line and in an irregular arrangement)</li> <li>• Match amount to numeral to 20</li> <li>• Number rhymes</li> <li>• Realises not only objects but anything can be counted including steps, claps or jumps.</li> <li>• To have cardinality (recognising the last number they say indicates how many is in a set)</li> </ul>
<b>Place value</b>	<ul style="list-style-type: none"> <li>• Sequencing numerals to 10.</li> </ul>	<ul style="list-style-type: none"> <li>• Sequencing numerals to 20.</li> <li>• Identifying the numeral before and after.</li> <li>• Recognising which numeral is missing when one is removed.</li> </ul>
<b>Addition and Subtraction</b>	<ul style="list-style-type: none"> <li>• Begins to make comparisons between quantities</li> <li>• Knows that a group of things changes in quantity when something is added/taken away</li> <li>• Can physically add/take away an object to identify it is 1 more/1 less.</li> <li>• Finds the total number of items in two groups by counting all of them.</li> </ul>	<ul style="list-style-type: none"> <li>• Compares a group of objects saying when they have the same number</li> <li>• Separates a group of 3 or 4 objects in different ways beginning to recognise that the total is still the same</li> <li>• Finds 1 more/less from a group up to 10</li> <li>• Use the vocabulary of addition/subtraction</li> <li>• Finds the total number of items in two groups by counting all of them.</li> <li>• Add and subtract two single-digit numbers</li> <li>• Count on or back to solve a number sentence using objects</li> <li>• To be able to add/subtract a number story.</li> <li>• To begin to represent an addition /subtraction sentence with objects, pictorially and abstractly.</li> </ul>
<b>Multiplication and division</b>		<ul style="list-style-type: none"> <li>• Solve practical problems that include doubling, halving and sharing</li> <li>• Recite numbers in 2's, 5's and 10's.</li> </ul>
<b>Recognising fractions</b>	<ul style="list-style-type: none"> <li>• Splitting things in half (E.g. a pizza)</li> </ul>	<ul style="list-style-type: none"> <li>• Solve practical problems including doubling, halving and sharing.</li> </ul>

<b>Measures</b>	<ul style="list-style-type: none"> <li>• Order 2 items by height, length, weight or capacity.</li> <li>• To use comparative language when talking about 2 items</li> </ul>	<ul style="list-style-type: none"> <li>• Ordering 3 items by height and length.</li> <li>• Orders 2 items by weight or capacity.</li> <li>• To use comparative language when talking about 3 items</li> </ul>
<b>Money</b>	<ul style="list-style-type: none"> <li>• To become familiar with coins and to recognise that they are used to pay for things.</li> </ul>	<ul style="list-style-type: none"> <li>• To use pennies to pay for something</li> <li>• To recognise a 1p, 2p, 5p, 10p</li> </ul>
<b>Time</b>	<ul style="list-style-type: none"> <li>• Understands some talk about the past and future.</li> <li>• Anticipates times of day</li> <li>• To talk about events in their own life.</li> </ul>	<ul style="list-style-type: none"> <li>• Measures short periods of time in simple ways.</li> <li>• Orders and sequences familiar events</li> <li>• Use everyday language related to time</li> <li>• To begin to recognise o'clock</li> </ul>
<b>Shape</b>	<ul style="list-style-type: none"> <li>• Naming 2D shapes</li> <li>• To select a specific shape.</li> <li>• Using shapes appropriately for tasks</li> <li>• To match objects by size and shape</li> <li>• To sort objects by a given criteria (E.g. size)</li> <li>• To subitise a standard dice formation to 6.</li> </ul>	<ul style="list-style-type: none"> <li>• Naming and describing 2D shapes</li> <li>• Naming and describing 3D shapes</li> <li>• Identify 2D shapes on the faces of 3D shapes</li> <li>• Using shapes appropriately for tasks</li> <li>• To notice similarities and differences in size and shape</li> <li>• To continue a repeating pattern</li> <li>• To generate their own criteria for sorting.</li> <li>• To subitise a standard dice formation to 6.</li> <li>• To recognise symmetrical patterns</li> </ul>
<b>Position and direction</b>	<ul style="list-style-type: none"> <li>• To respond to positional language</li> </ul>	<ul style="list-style-type: none"> <li>• To use positional language to describe (For example: next to, in front, behind)</li> </ul>
<b>Interpreting data</b>	<ul style="list-style-type: none"> <li>• To record a choice with a simple symbol.</li> </ul>	<ul style="list-style-type: none"> <li>• To represent choices using abstract symbols (E.g. Tally, smiley faces, bar-chart) and to talk about what it means.</li> </ul>