

## Maths in EYFS

Maths in the EYFS develops the children's maths skills to help them achieve their Maths Early Learning Goal. We lay the foundations for the children to develop their calculation skills in addition, subtraction, multiplication and division. This then means they have the skills they need to access their maths learning when they move into Year one and start on the National Curriculum.

We have a daily Maths lesson where we focus on learning numbers to 20 and learning about patterns and shape, both 2D and 3D and learning about measures - size, weight, capacity, position, time and money.

**Maths** is a Specific Area and is used to develop a child's mathematical ability. Maths is made up from 2 areas ~ **Number** and **Shape, Space and Measures**. Children will develop this in a range of ways including familiarity with numbers, shape, space and measures both in guided activities and through self initiated play.

Our children have access to mathematical materials in many areas of our classroom both inside and outside and we have a maths area set up that allows the children to access a wide range of resources to develop all areas of Maths independently. In our maths area we are developing some challenges for the children to focus their learning on the topic of the week. Resources are also put on tables to enhance their play during their child-initiated time; these are linked to the topic of the week.

Our Maths curriculum is adapted and differentiated depending on the needs of the children. We teach in ability groups as we feel this meets the needs of all of the children in EYFS, the more able children can be stretched into the exceeding statements and the less able children can revisit, relearn and keep up so they are ready for Year one.

Usually we focus on one topic for a whole week.

During each lesson we start with a teacher led input where we practice recognising numbers to 10/20 with our number aerobics then do some mental Maths, for example counting forward or backwards. We then teach the children a new concept, revisit or extend the objectives for the week.

We then have teacher or TA led guided, differentiated activities. Some children will work with the adult and some will be taking part in child-initiated activities.

In the EYFS classroom and outside we have maths displayed to enhance their knowledge and outside we play games to develop mathematical skills for example, number recognition, counting, making shapes from sticks and natural materials, to name a few.

Below are the statements for the Specific Area of the EYFS curriculum, **Number** and **Shape, Space and Measures**. Through carefully planned activities, chosen by us, activities based around the interests of the children and children working and exploring independently they will develop their mathematical skills.

## Number

### 30-50 months

- Uses some number names and number language spontaneously.
- Uses some number names accurately in play.
- Recites numbers in order to 10.
- Knows that numbers identify how many objects are in a set.
- Beginning to represent numbers using fingers, marks on paper or pictures.
- Sometimes matches numeral and quantity correctly.
- Shows curiosity about numbers by offering comments or asking questions.
- Compares two groups of objects, saying when they have the same number.
- Shows an interest in number problems.
- Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.
- Shows an interest in numerals in the environment.
- Shows an interest in representing numbers.
- Realises not only objects, but anything can be counted, including steps, claps or jumps.

### 40-60 months

- Recognise some numerals of personal significance.
- Recognises numerals 1 to 5.
- Counts up to three or four objects by saying one number name for each item.
- Counts actions or objects which cannot be moved.
- Counts objects to 10, and beginning to count beyond 10.
- Counts out up to six objects from a larger group.
- Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.
- Counts an irregular arrangement of up to ten objects.
- Estimates how many objects they can see and checks by counting them.
- Uses the language of 'more' and 'fewer' to compare two sets of objects.
- Finds the total number of items in two groups by counting all of them.
- Says the number that is one more than a given number.
- Finds one more or one less from a group of up to five objects, then ten objects.
- In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.
- Records, using marks that they can interpret and explain.
- Begins to identify own mathematical problems based on own interests and fascinations.

### Early Learning Goal

- Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

### Exceeding

- Children estimate a number of objects and check quantities by counting up to 20. They solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups

## Shape, Space and Measures

### 30-50 months

- Shows an interest in shape and space by playing with shapes or making arrangements with objects.
- Shows awareness of similarities of shapes in the environment.
- Uses positional language.
- Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.
- Shows interest in shapes in the environment.
- Uses shapes appropriately for tasks.
- Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.

### 40-60 months

- Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.
- Selects a particular named shape.
- Can describe their relative position such as 'behind' or 'next to'.
- Orders two or three items by length or height.
- Orders two items by weight or capacity.
- Uses familiar objects and common shapes to create and recreate patterns and build models.
- Uses everyday language related to time.
- Beginning to use everyday language related to money.
- Orders and sequences familiar events.
- Measures short periods of time in simple ways.

### Early Learning Goal

- Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

### Exceeding

- Children estimate, measure, weigh and compare and order objects and talk about properties, position and time

## Reception ~ Year Overview

Below are our topics for the year, alongside these already decided topics the children choose activities that interest them, by discussing a weekly PLOD (Possible lines of Development).

We also have many ongoing activities, which develop the children's mathematical skills independently e.g. maths corner, jigsaws, number and shape games.

### Autumn 1

Myself and my family

Minibeasts

### Autumn 2

PWP We're Going on a Bear Hunt

Visit Riverside Organics farm

NF Recount of our trip to Riverside Farm

Bears and Christmas/Teddy Bear Week

### Spring 1

PWP Little Red Hen

Visit Bunbury Mill

NF How to make bread

People who help us visit from lollipop lady, nurse, doctor, dentist, and librarian

Superhero Week

### Spring 2

PWP The Very Hungry Caterpillar

Visit Tesco

NF Shopping list

Growth and Life Cycles

Dinosaur Week

### Summer 1

PWP Dear Zoo

Visit Chester Zoo

NF Recount of our trip to Zoo

Animals

Enhancement Week (children to choose)

### Summer 2

PWP At the End of the Rainbow

Visit Llandudno, walk to Moss Farm park

NF Our Class Trip to the Beach

Weather/Pirate Week/Beach environment