



MATHS CURRICULUM EYFS

EYFS Development Matters

	AUTUMN	SPRING	SUMMER
	<p>Match, sort and compare</p> <ul style="list-style-type: none"> Compare numbers. <p>Talk about measure and pattern</p> <ul style="list-style-type: none"> Make comparisons between objects relating to size, length, weight and capacity. Talk about and identify the patterns around them. Continue, copy and create repeating patterns. <p>It's me 1, 2, 3</p> <ul style="list-style-type: none"> Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value. Subitise Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10 <p>Circles and Triangles</p> <ul style="list-style-type: none"> Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. <p>1,2,3,4,5</p> <ul style="list-style-type: none"> Link the number symbol (numeral) with its cardinal number value. Subitise. Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. <p>Shapes with four sides:</p> <ul style="list-style-type: none"> Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' 	<p>Alive in 5</p> <ul style="list-style-type: none"> Link the number symbol (numeral) with its cardinal number value. Link the number symbol (numeral) with its cardinal number value. Count objects, actions and sounds. Subitise. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. <p>Mass and capacity</p> <ul style="list-style-type: none"> Compare length, weight and capacity. <p>Growing 6,7,8</p> <ul style="list-style-type: none"> Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Subitise. <p>Length, height and time</p> <ul style="list-style-type: none"> Compare length, weight and capacity. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' <p>Building 9 and 10</p> <ul style="list-style-type: none"> Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value. Subitise. 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. <p>Explore 3-D shape</p> <ul style="list-style-type: none"> Select, rotate and manipulate shapes 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. 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'. Continue, copy and create repeating patterns. 	<p>To 20 and beyond</p> <ul style="list-style-type: none"> Count beyond ten <p>How many now?</p> <ul style="list-style-type: none"> Automatically recall number bonds for numbers 0–5 and some to 10. <p>Manipulate, compose and decompose</p> <ul style="list-style-type: none"> Select, rotate and manipulate shapes 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. <p>Sharing and Grouping</p> <ul style="list-style-type: none"> Compare numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–5 and some to 10. <p>Visualise, build and map</p> <ul style="list-style-type: none"> Continue, copy and create repeating patterns. Discuss routes and locations, using words like 'in front of' and 'behind'. Describe a familiar route. Understand position through words alone – for example, "The bag is under the table," – with no pointing. Understand position through words alone – for example, "The bag is under the table," – with no pointing. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'