

Maths EYFS Framework		
Autumn	Spring	Summer
Number <ul style="list-style-type: none"> • Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5. • Begin to recognise numerals 0 to 10. • Subitises one, two and three objects (without counting). • Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle). • Links numerals with amounts up to 5 and maybe beyond. • Through play and exploration, beginning to learn that numbers 1-5 are made up (composed) of smaller numbers. 	Number <ul style="list-style-type: none"> • Points or touches (tags) each item, saying one number for each item, using the stable order of 1-10. • Begin to recognise numerals 0 to 20. • Counts up to ten items, recognising that the last number said represents the total counted so far (cardinal principle). • Explores using a range of their own marks and signs to which they ascribe mathematical meanings. • Through play and exploration, beginning to learn that numbers 1-10 are made up (composed) of smaller numbers. • Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. 	Number <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 and some number bonds to 10. • Doubling facts within 10. • Practically solve addition and subtraction problems practically using resources.
Number Pattern <ul style="list-style-type: none"> • Beginning to use understanding of number to solve practical problems in play and meaningful activities. • Beginning to recognise that each counting number is one more than the one before. • Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You've got two, I've got two. Same! Counting. • May enjoy counting verbally as far as they can go. 	Number Pattern <ul style="list-style-type: none"> • Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0. • Increasingly confident at putting numerals in order 0 to 10 (ordinality). • Uses number names and symbols when comparing numbers, showing interest in large numbers. • Estimates of numbers of things, showing understanding of relative size. 	Number Pattern <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.

<ul style="list-style-type: none"> • Uses some number names and number language within play, and may show fascination with large numbers. 		
Shape, space and Measure <ul style="list-style-type: none"> • Use shapes to build structures, talking about which shapes are the same and different. • Compare the size of objects using bigger, smaller, equal. • Use language related to time and daily routine. 	Shape, space and Measure <ul style="list-style-type: none"> • Children practically half objects and shapes. • Compare the weight of two objects - heavier, lighter and equal. 	Shape, space and Measure <ul style="list-style-type: none"> • Children understand the purpose of money in everyday life. Children use one pence coins to make amounts up to 10. • Name, recognise and sort 2D and 3D shapes talking about some of their properties. Circle, square, rectangle, triangle, cube, cuboid, cylinder and sphere.