St Mary's Maths Overview – Reception from September 2021

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects.
This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for mathematics within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for mathematics.
The most relevant statements for mathematics are taken from the following areas of learning:

- Communication and Language
- Mathematics

We teach maths mastery in EYFS, using the Numberblocks programme.

	Mathematical Vocabulary (Communication and Language – Speaking)	Number and place value – Counting (Numerical Patterns)	Identifying, Representing and Estimating Numbers (Mathematics)	Reading and Writing Numbers (Mathematics)	Compare and Order Numbers (Numerical Patterns)	Understanding Place Value (Number)	Addition and Subtraction – Mental Calculations (Number)	Addition and Subtraction – Solve Problems (Numerical Patterns)
Reception	• Learn new vocabulary. • Use new vocabulary throughout the day.	• Count objects, actions and sounds. • Count beyond ten.	• Subitise. • Link the number symbol (numeral) with its cardinal number value.	• Link the number symbol (numeral) with its cardinal number value.	• Compare numbers.	• 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 0-10.	• Subitise. • Link the number symbol (numeral) with its cardinal number value.
ELGs	• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	• Verbally count beyond 20, recognising the pattern of the counting system.	• Subitise (recognising quantities without counting) up to 5.		• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.	• Have a deep understanding of numbers to 10, including the composition of each number.	• 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.	• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed evenly.

	Measurement - Describe, Measure, Compare and Solve (all strands) (Mathematics)	Properties of Shape - Recognise 2D and 3D Shapes and their Properties (Mathematics)	Properties of Shape - Compare and Classify Shapes (Mathematics)	Position and Direction - Position, Direction and Movement (Mathematics)	Position and Direction – Patterns (Mathematics)
Reception	• Compare length, weight and capacity.	• Select, rotate and manipulate shapes in order to develop spatial reasoning skills.	• Compose and decompose shapes so that children can recognise a shape can have other shapes within it, just as numbers can.	• Draw information from a simple map.	• Continue, copy and create repeating patterns.
ELGs	• Begin to describe a sequence of events, real or fictional, using words, such as 'first', 'then…'				