

St Mary's Maths Overview – Reception to July 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.

This document demonstrates which early years' outcomes are prerequisite skills for mathematics within the national curriculum. The table outlines the most relevant early years outcomes from 30-50 months to ELG, brought together from different areas of the Early Years Foundation Stage that match and are prerequisites for the National Curriculum programme of study for mathematics.

The most relevant early years outcomes for mathematics are taken from the following areas of learning:

- Communication and Language - Speaking
- Mathematics - Numbers and; Shape, Space and Measure

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

	Mathematical Vocabulary (Communication and Language – Speaking)	Number and place value – Counting (Numbers)	Number and place value - Identifying, Representing and Estimating Numbers (Numbers)	Number and place value - Reading and Writing Numbers (Numbers)	Number and place value - Compare and Order Numbers (Numbers)	Number and place value - Understanding Place Value (Numbers)	Number and place value - Solve Problems (Numbers)	Addition and Subtraction – Mental Calculations (Numbers)
30-50 months	<ul style="list-style-type: none"> To build up vocabulary that reflects the breadth of their experiences. 	<ul style="list-style-type: none"> To recite numbers in order to 10. To realise not only objects, but anything can be counted including steps, claps or jumps. 	<ul style="list-style-type: none"> To use some number names and number language spontaneously. To know that numbers identify how many objects are in a set. To show an interest in representing numbers. To begin to represent numbers using fingers, marks on paper or pictures. To separate a group of three or four objects in different ways, beginning to recognise that the total is still the same. To sometimes match numeral and quantity correctly. 	<ul style="list-style-type: none"> To show an interest in numerals in the environment. To use some number names accurately in play. 	<ul style="list-style-type: none"> To compare two groups of objects, saying when they have the same number. 	<ul style="list-style-type: none"> To show curiosity about numbers by offering comments or asking questions. 	<ul style="list-style-type: none"> To show an interest in number problems. 	
40-60 months	<ul style="list-style-type: none"> To extend vocabulary, especially by grouping and naming Exploring the meaning and sounds of new words. 	<ul style="list-style-type: none"> To count up to three or four objects by saying one number name for each item. To count out up to six objects from a larger group. To count actions or objects which cannot be moved. To count objects to 10 and beginning to count beyond 10. To count an irregular arrangement of up to ten objects. To estimate how many objects they can see and check by counting them. 	<ul style="list-style-type: none"> To use everyday language related to time. To order and sequence familiar events. To measure short periods of time in simple ways. 	<ul style="list-style-type: none"> To recognise some numerals of personal significance. To recognise numerals 1 to 5. 	<ul style="list-style-type: none"> To use the language of 'more' and 'fewer' to compare two sets of objects. 		<ul style="list-style-type: none"> To begin to identify own mathematical problems based on own interests and fascinations. 	<ul style="list-style-type: none"> To find the total of items in two groups by counting all of them. To begin to use the vocabulary involved in adding and subtracting in practical activities and discussion.
ELGs		<ul style="list-style-type: none"> To count reliably with numbers from one to 20. 			<ul style="list-style-type: none"> To place numbers one to 20 in order. 			<ul style="list-style-type: none"> To add and subtract two single-digit numbers and count on back to find the answer using quantities and objects.

	Addition and Subtraction – Solve Problems	Measurement - Describe, Measure, Compare and Solve (all strands)	Number and place value – Telling the Time (Shape, Space and Measure)	Number and place value – Money (Shape, Space and Measure)	Properties of Shape - Recognise 2D and 3D Shapes and their Properties (Shape, Space and Measure)	Properties of Shape - Compare and Classify Shapes (Shape, Space and Measure)	Position and Direction - Position, Direction and Movement (Shape, Space and Measure)	Statistics - Record, Present and Interpret Data (Numbers)
30-50 months					<ul style="list-style-type: none"> • To show an interest in shape and space by playing with shapes or making arrangements with objects. • To show interest in shape by sustained construction activity or by talking about shapes or arrangements. • To show interest in shapes in the environment. • To use shapes appropriately for tasks. • To begin to talk about shapes in everyday objects, e.g. 'round' and 'tall'. 	<ul style="list-style-type: none"> • To show awareness of similarities of shapes in the environment. 	<ul style="list-style-type: none"> • To use positional language. 	<ul style="list-style-type: none"> • To record, using marks that they can interpret and explain.
40-60 months		<ul style="list-style-type: none"> • To order two or three items by length or height. • To order two items by weight or capacity. 	<ul style="list-style-type: none"> • To use everyday language related to time. • To order and sequence familiar events. • To measure short periods of time in simple ways. 	<ul style="list-style-type: none"> • To begin to use everyday language related to money. 	<ul style="list-style-type: none"> • To begin to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. • To select particular named shapes. 		<ul style="list-style-type: none"> • To describe their relative position, such as 'behind' or 'next to'. 	
ELGs	<ul style="list-style-type: none"> • To solve problems, including doubling, halving and sharing. 	<ul style="list-style-type: none"> • To use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and solve problems. 			<ul style="list-style-type: none"> • To explore characteristics of everyday objects and shapes and use mathematical language to describe them. 			