



## What does Maths look like in Early Years at St Michael's Nursery and Infant School?

The Early Years Foundation Stage Curriculum allows for flexible planning to respond to current events in the setting as well as the interests to the children. 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 EYFS Educational Programme for **Mathematics** says:

*Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.*

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

Mathematical Vocabulary		
Three and Four-Year-Olds	Communication and Language	
		<ul style="list-style-type: none"> <li>• Use a wider range of vocabulary.</li> <li>• Understand 'why' questions, like: "why do you think the caterpillar is so fat?"</li> </ul>
Reception	Communication and Language	
		<ul style="list-style-type: none"> <li>• Learn new vocabulary.</li> <li>• Use new vocabulary throughout the day.</li> </ul>
ELG	Communication and Language	Speaking
		<ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> </ul>

Number and Place Value		
Counting		
Three and Four-Year-Olds	Mathematics	
		<ul style="list-style-type: none"> <li>• Recite numbers past 5.</li> <li>• Say one number name for each item in order: 1, 2, 3, 4, 5.</li> <li>• Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> </ul>
Reception	Mathematics	
		<ul style="list-style-type: none"> <li>• Count objects, actions and sounds.</li> <li>• Count beyond ten.</li> </ul>

ELG	Mathematics	Numerical Patterns	<ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system.</li> </ul>
<b>Identifying, Representing and Estimating Numbers</b>			
Three and Four-Year-Olds	Mathematics		<ul style="list-style-type: none"> <li>Fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>Show 'finger numbers' up to 5.</li> <li>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>Experiment with their own symbols and marks as well as numerals.</li> </ul>
Reception	Mathematics		<ul style="list-style-type: none"> <li>Subitise.</li> <li>Link the number symbol (numeral) with its cardinal number value.</li> </ul>

ELG	Mathematics	Number	<ul style="list-style-type: none"> <li>• Subitise (recognising quantities without counting) up to 5.</li> </ul>
<b>Reading and Writing Numbers</b>			
Three and Four-Year-Olds	Mathematics		<ul style="list-style-type: none"> <li>• Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>• Experiment with their own symbols and marks as well as numerals.</li> </ul>
Reception	Mathematics		<ul style="list-style-type: none"> <li>• Link the number symbol (numeral) with its cardinal number value.</li> </ul>
<b>Compare and Order Numbers</b>			
Three and Four-Year-Olds	Mathematics		<ul style="list-style-type: none"> <li>• Compare quantities using language: 'more than', 'fewer than'.</li> </ul>
Reception	Mathematics		<ul style="list-style-type: none"> <li>• Compare numbers.</li> </ul>
ELG	Mathematics	Numerical Patterns	<ul style="list-style-type: none"> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> </ul>
<b>Understanding Place Value</b>			
Reception	Mathematics		<ul style="list-style-type: none"> <li>• Understand the 'one more than/one less than' relationship between consecutive numbers.</li> <li>• Explore the composition of numbers to 10.</li> </ul>
ELG	Mathematics	Number	<ul style="list-style-type: none"> <li>• Have a deep understanding of numbers to 10, including the composition of each number.</li> </ul>
<b>Solve Problems</b>			
Three and Four-Year-Olds	Mathematics		<ul style="list-style-type: none"> <li>• Solve real world mathematical problems with numbers up to 5.</li> </ul>
<b>Addition and Subtraction</b>			
<b>Mental Calculations</b>			
Reception	Mathematics		<ul style="list-style-type: none"> <li>• Automatically recall number bonds for numbers 0-10.</li> </ul>
ELG	Mathematics	Number	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
<b>Solve Problems</b>			
ELG	Mathematics	Numerical Patterns	<ul style="list-style-type: none"> <li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed evenly.</li> </ul>
Reception	Mathematics		<ul style="list-style-type: none"> <li>• Subitise.</li> <li>• Link the number symbol (numeral) with its cardinal number value.</li> </ul>
<b>Measurement</b>			
<b>Describe, Measure, Compare and Solve (All Strands)</b>			
Three and Four-Year-Olds	Mathematics		<ul style="list-style-type: none"> <li>• Make comparisons between objects relating to size, length, weight and capacity.</li> </ul>
Reception	Mathematics		<ul style="list-style-type: none"> <li>• Compare length, weight and capacity.</li> </ul>

## Telling the Time

Three and Four-Year-Olds	Mathematics	<ul style="list-style-type: none"><li>• Begin to describe a sequence of events, real or fictional, using words, such as 'first', 'then...'</li></ul>
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## Properties of Shapes

### Recognise 2D and 3D Shapes and their Properties

Three and Four-Year-Olds	Mathematics	<ul style="list-style-type: none"><li>• 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'.</li><li>• Select shapes appropriately: flat surfaces for a building, a triangular pattern for a roof, etc.</li><li>• Combine shapes to make new ones – an arch, a bigger triangle, etc.</li></ul>
Reception	Mathematics	<ul style="list-style-type: none"><li>• Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</li></ul>

### Compare and Classify Shapes

Reception	Mathematics	<ul style="list-style-type: none"><li>• Compose and decompose shapes so that children can recognise a shape can have other shapes within it, just as numbers can.</li></ul>
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## Position and Direction

### Position, Direction and Movement

Three and Four-Year-Olds	Mathematics	<ul style="list-style-type: none"><li>• Understand position through words alone – for example, "The bag is under the table," – with no pointing.</li><li>• Describe a familiar route.</li><li>• Discuss routes and locations, using words like 'in front of' and 'behind'.</li></ul>
Reception	Understanding the World	<ul style="list-style-type: none"><li>• Draw information from a simple map.</li></ul>

### Patterns

Three and Four-Year-Olds	Mathematics	<ul style="list-style-type: none"><li>• Talk about and identify the patterns around them. For example, stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.</li><li>• Extend and create ABAB patterns – stick, leaf, stick, leaf.</li><li>• Notice and correct an error in a repeating pattern.</li></ul>
Reception	Mathematics	<ul style="list-style-type: none"><li>• Continue, copy and create repeating patterns.</li></ul>

## Statistics

### Record, Present and Interpret Data

Three and Four-Year-Olds	Mathematics	<ul style="list-style-type: none"><li>• Experiment with their own symbols and marks, as well as numerals.</li></ul>
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