

## Early Years Foundation Stage

Mathematics							
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Number	<ul style="list-style-type: none"> <li>To recognise numbers one to three.</li> <li>To begin to subitise to three.</li> <li>To find one more of numbers to three.</li> <li>To find one less of numbers to three.</li> <li>To explore the composition of two and three.</li> </ul>	<ul style="list-style-type: none"> <li>To recognise numbers one to five.</li> <li>To begin to subitise to five.</li> <li>To find one more of numbers to five.</li> <li>To find one less of numbers to five.</li> <li>To explore the composition of four and five.</li> <li>To practise number bonds to five.</li> </ul>	<ul style="list-style-type: none"> <li>To recognise numbers zero to eight.</li> <li>To subitise to five.</li> <li>To find one more of numbers to eight.</li> <li>To find one less of numbers to eight.</li> <li>To know addition facts to make five.</li> <li>To explore the composition of six, seven and eight.</li> <li>To match the number to quantity.</li> </ul>	<ul style="list-style-type: none"> <li>To recognise numbers zero to ten.</li> <li>To explore the composition of nine and ten.</li> <li>To order numbers to ten.</li> <li>To practice number bonds to ten.</li> <li>To find one more of numbers to ten.</li> <li>To find one less of numbers to ten.</li> <li>To estimate several objects.</li> </ul>	<ul style="list-style-type: none"> <li>To recognise numbers to twenty.</li> <li>To revise number bonds to five.</li> <li>To explore how to make numbers above ten using tens and ones.</li> </ul> <p>To match the number to the quantity.</p>	<ul style="list-style-type: none"> <li>To solve simple number problems.</li> <li>To recap the composition of each number to ten.</li> <li>To know addition and subtraction facts to ten.</li> <li>To know doubling facts.</li> </ul>	<p>Have a deep understanding of number to ten, including the composition of each number.</p> <p>Subitise (recognise quantities without counting) up to five.</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to five (including subtraction facts) and some number bonds to ten, including double facts.</p>
Numerical pattern	<ul style="list-style-type: none"> <li>To say which group has more.</li> <li>To say which group has less.</li> <li>To compare quantities to three.</li> <li>To count to five.</li> </ul>	<ul style="list-style-type: none"> <li>To compare quantities to five.</li> <li>To compare equal and unequal groups.</li> </ul>	<ul style="list-style-type: none"> <li>To count to ten.</li> <li>To count objects to ten.</li> <li>To compare quantities to eight.</li> <li>To begin to understand the difference between odd and even numbers up to eight.</li> <li>To combine two groups of objects.</li> </ul>	<ul style="list-style-type: none"> <li>To compare quantities to ten.</li> <li>To explore odd and even numbers.</li> <li>To order numbers to ten.</li> <li>To count back from ten.</li> <li>To combine two groups of objects.</li> <li>To take away objects and count how many are left.</li> <li>To find the missing number.</li> </ul>	<ul style="list-style-type: none"> <li>To count to twenty.</li> <li>To add numbers.</li> <li>To subtract numbers.</li> <li>To find the missing number.</li> <li>To order numbers to twenty.</li> <li>To order numbers e.g., 13, 15, 19.</li> <li>To find the missing number in an addition and subtraction sentence problem.</li> </ul>	<ul style="list-style-type: none"> <li>To know that 1, 3, 5, 7, and 9 are odd.</li> <li>To know that 2, 4, 6, 8 and 10 are even.</li> <li>To double numbers up to ten.</li> <li>To find half of numbers up to ten.</li> <li>To share quantities equally.</li> <li>To combine groups of 2s, 5s, and 10s.</li> </ul>	<p>Verbally count beyond 20 recognising the pattern of the counting system.</p> <p>Compare quantities up to ten in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to ten, including evens and odds, double facts and how quantities can be distributed equally.</p>
Shape, Space and Measure	<ul style="list-style-type: none"> <li>To match objects.</li> </ul>	<ul style="list-style-type: none"> <li>To recognise and name</li> </ul>	<ul style="list-style-type: none"> <li>To order objects by height or length.</li> </ul>	<ul style="list-style-type: none"> <li>To begin to name 3D shapes.</li> </ul>	<ul style="list-style-type: none"> <li>To measure capacity.</li> </ul>	<ul style="list-style-type: none"> <li>To finishing a repeating pattern.</li> </ul>	<p>There are no Early Learning Goals for this</p>



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	<ul style="list-style-type: none"><li>To sort objects.</li><li>To compare capacity, length, height, and size.</li><li>To finish a repeating pattern of two objects or colours.</li><li>To recognise and name circle and triangle.</li></ul>	<p>quadrilateral shapes.</p> <ul style="list-style-type: none"><li>To use positional language, under, on, behind, in front, in between.</li></ul>	<ul style="list-style-type: none"><li>To order the days of the week.</li><li>To measure height using cubes.</li><li>To measure time.</li><li>To begin to name other 2D shapes.</li></ul>	<ul style="list-style-type: none"><li>To explore the properties of 3D shapes.</li><li>To explore patterns using 3 objects.</li><li>To be spatially aware.</li><li>To measure capacity</li></ul>	<ul style="list-style-type: none"><li>To describe the properties of 3D shapes.</li><li>To make pictures using shape arrangements.</li><li>To give spatial reasoning.</li></ul>	<ul style="list-style-type: none"><li>To make patterns using shapes.</li><li>To name and describe 2D and 3D shapes.</li><li>To visualise and build.</li></ul>	<p>area however the children need to develop these skills ready for the National Curriculum. Our pupils will enjoy rich learning opportunities to develop their skills in terms of spatial reasoning, shapes, and measure.</p>
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