EYFS Statutory Educational Programme: Mathematics

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.

At Saracens Broadfields, we want our children to develop an internal sense of number as well as the skills and knowledge to manipulate numbers for their own purposes. We see the place of mathematics throughout everyday life and across all areas of the provision and want to foster our children's fascination and confidence with mathematics. We use direct teaching through modelling, exposition and demonstration as well as encouraging children to explore, discover and notice mathematics themselves. We acknowledge the very careful work around the use of accurate mathematical vocabulary so that children can communicate their thoughts and ideas effectively.

Our Golden threads form a sequenced structure to support children's unique pathways to strong attainment. In this way we are able to co-construct our curriculum with our children's interests whilst still ensuring that children are offered the essential knowledge for future success. Our Golden Threads inform our assessment processes and help identify if any child is in need of additional support.

Golden Threads of Knowledge	FEE2 On Entry	FEE2 Exit Nursery On Entry	Nursery Exit Rec on Entry	REC Exit year 1 On Entry	ELG for reference
Shape, space and measure	To begin to experiment with capacity in the sand and water tray. To use construction resources to build and manipulate.	To be able to use some positional language. To be able to begin to use the language of size eg big/little	To be able to make comparisons between objects relating to size, length, weight, and capacity. To understand more positional language.	To Know some 2D, 3D shapes and shapes properties. To be able to rotate, manipulate and decompose shapes.	**ELG: Number** 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

			To name some 2d shapes such as circle, square, triangle and oblong.

To be able to describe some 2d shapes.

To understand and use words such as first, then and next.

To be able to combine shapes to make new ones – an arch, a bigger triangle etc.

To be able to compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy' | To understand and be able to describe a sequence of events.

To kn ow the seven days of the week and the order they occur.

To be able to compare different lengths, weights and capacities.

More shape | rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
ELG: Numerical Patterns – 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. |
| Mathematical vocabulary and language | numbers

shape | number
zero, one....five (and beyond)
none
count
count up/ count to
circle square triangle | number
zero, one....ten(and beyond)
none
count
count up/ count to
count back/ count from..to
how many?
altogether
circle square triangle
oblong | guess
how many
estimate
enough/ not enough/ too much
nearly, about
close to
about the same
exact
balance | |

				circle square triangle oblong heptagon hexagon octagon pentagon sphere cube pyramid cuboid cylinder cone sign more add plus makes equals sum total altogether more more then count all count in from count on from..to..
Patterns		To be able to talk about and identify the patterns around them. For example: stripes or spots on clothes.	To identify, extend and create 2 part patterns such as ABABAB.	To be able to continue, copy and create repeating patterns.
Number	To take part and join in with number rhymes.	To count in everyday situations such as climbing the stairs or how many friends are on the carpet.	To begin to be able to count a group 0-5 with one-to-one correspondence	To know number compositions for numbers up to 5.

		To develop counting-like behaviour, moving a finger or making a noise.	To begin to be able to subitise some small amounts. To be able to count orally to 10. To begin to able to recognise numerals 0-5 to begin to make marks to …. To begin to be able to combine shapes to make new shapes (2 tringles to make a square) To be able to Subitise some amounts 0-5 Subitising-dice, Numicon, dominoes, fingers numeral, irregular To be able to count with one to correspond with small groups of objects.	To know and be able to generalise about 'one more than' and 'one less than' numbers within 10 To be able to identify when sets can be subitised and when counting is necessary To be able to develop conceptual subitising skills.	
Calculation			Find the total number of items in 2 groups by counting them all.	To understand one more and one less. Begin to use the language of addition in practical activties.	

| | | | | Relate addition to combining 2 groups of objects.

Understand that a group of things changes in quantity when something is added (or taken away). | |