

EARLY LEARNING GOALS FOR MATHEMATICS

Number

Children at the expected level of development will:

- 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 rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

Children at the expected level of development will:

- 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.

‘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.’ EYFS Framework 2021

MATHEMATICS CURRICULUM OVERVIEW

Reception

EFFECTIVE MATHS

	Cardinality	Composition	Comparison	Patterns	Shape	Measures
Autumn	Able to count by rote 0-10 Perceptual subitising to 5 Count objects to 10	Compose to 5 Know some bonds to 3	Compare collections that are very different or include objects of different kinds or sizes; compare numerals One more and one less to 5	A-B patterns A-B-C patterns	Experiencing different viewpoints Language of position and direction Representing spatial relationships	Recognise attributes of length, capacity and weight Comparing amounts of continuous quantities Estimating and predicting
Spring	Able to count by rote 0-20 Conceptual subitising to 8 Count objects to 20 Patterns in number: number structure	Compose to 8 Know some bonds to 5	Compare collections that contain the same amounts; compare numerals One more and one less to 8	A-A-B-B patterns A-A-B patterns	Developing shape awareness through construction Identifying similarities between shapes Show awareness of properties of shape	Revisit vocabulary Comparing indirectly Recognising the relationship between the size and number of units Beginning to use units to compare things
Summer	Able to count by rote 0-30 Conceptual subitising to 10 Patterns in number: number structure and odd/even Count objects to 30	Compose to 10 Know bonds to 5; know doubles facts to 10 and some related facts	Compare collections and justify preference; compare numerals One more and one less to 10	A-B-B-C patterns Symbolise the unit structure Generalise structures to another context or mode Make a pattern around a circle and around a border	Describing properties of shape Relationships between shapes and naming shapes	Beginning to use time to sequence events Beginning to experience specific time durations Money (in continuous provision)

NB Work on cardinality, composition and comparison continue during work on pattern, shape and measure.